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A COMPARISON OF PROBLEMS WHICH STUDENTS AND  
COUNSELORS PERCEIVE TO BE  
APPROPRIATE FOR COUNSELOR  
DISCUSSION

BY



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA  
SPRING, 1969



THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Comparison of Problems Which Students and Counselors Perceive to be Appropriate for Counselor Discussion," submitted by Blake G. Ford in partial fulfillment of the requirements for the degree of Master of Education.



## ABSTRACT

The purpose of this study was to compare the types of problems which secondary school students and secondary school counselors perceived to be appropriate for counselor involvement. The study was specifically concerned with the extent to which counselors were able to perceive the students' perceptions of the counselor's role.

The study also focused upon the extent to which each group agreed or disagreed that a particular problem was appropriate to discuss with a counselor. Estimates of item consensus were made within each group and between the groups.

In addition, responses of the three groups: students, counselors, and counselors-responding-as-students were factor analyzed. The Ahmavaara factor match was used to compare the perceptions of the three groups.

It was hypothesized that significant differences would exist between the students', counselors', and the counselors' perceptions of the students' perceptions. It was also hypothesized that female students and self-referred students would perceive each type of problem to be more appropriate for counselor involvement than male students and referred students respectively. It was further hypothesized that the number of interviews a student had with a counselor would be positively related to perceiving each type of problem to be appropriate for counselor involvement. The hypotheses regarding counselors' perceptions stated that full-time counselors and counselors completing a counseling practicum course would perceive personal and social problems to be more appropriate for counselor involvement than part-time and nonpracticum counselors.





Findings of this study reveal a high level of agreement within each group when the questionnaire item identified an educational or vocational problem. A high level of disagreement existed when the problem was of a personal or social nature. The student group showed the greatest variation in their responses. The counselor group showed the least variation in responding.

The factor match indicated the perceptual structure of the counselor group and the counselor-responding-as-student group to be highly comparable. The matches between the counselor group and the student group, and the counselor-responding-as-student group and student group did not prove to be highly correlated.

The findings also indicated significant differences between the students', counselors', and the counselors' perceptions of the students' perceptions. Differences within the student group revealed female students to perceive each type of problem to be more appropriate for counselor involvement than male students.

Within the counselor group it was found that full-time counselors and counselors completing a counseling practicum course perceived personal and social problems to be more appropriate for counselor discussion than part-time and nonpracticum counselors.

The type of referral and number of interviews a student had with a counselor were not significantly related to student perceptions of the counselor's role.



## ACKNOWLEDGMENTS

The writer wishes to express his appreciation to the following persons for their assistance during the preparation of this thesis:

Dr. P. W. Koziey, my committee chairman, for his advice, encouragement, and constructive criticism; Dr. T. Maguire for his invaluable assistance and insight; Professor D. Sawada for his time, co-operation and perceptiveness; the teachers who assisted by administering the students' questionnaires; the counselors who assisted by answering the questionnaires; Mrs. F. Salter for typing this thesis; Miss P. Lynkowsky for her encouragement and moral support; my mother and father for their interest and enthusiasm.





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## CHAPTER I

## THE PROBLEM IN PERSPECTIVE

## I. INTRODUCTION

General agreement seems to exist among those in the counseling profession that the role of today's school counselor remains largely undefined (Dunlop, 1965; Schertzer and Stone, 1962; Warman, 1960). Experts in the field contend that this lack of consensus is a potential detriment to the growth and development of the counseling profession. Much of this ambiguity surrounding the counselor's role is attributed to the conflicting expectancies and perceptions held by the various groups with whom the counselor interacts (Schertzer and Stone, 1962; Poppen, 1965). While the very nature of the counselor's training and experience best qualifies him to define his own role, his actual role behavior within the school is largely a function of the expectations and pressures of the multiple and diverse clientele he serves (Dunlop, 1965). If the counseling program is to be effective, there must be some agreement among the various significant groups regarding appropriate counselor role behavior.

Numerous reasons have been cited by professional educators and counselors to emphasize the importance of having a clearly defined role for the counselor. In the first place, the extent to which the counseling program can function is determined to a large degree by the services people think the counselor provides (Rippee, Hanvey and Parker, 1965). That is, a student's perception of the counselor's role will determine whether or not the student will use the counseling services available, which in turn, will determine the ultimate usefulness of the





program. In the second place, the functions that students perceive the counselor as performing will largely influence the type of problems which the students will bring to the counselor (Grant, 1954; King and Matteson, 1959). In the third place, much of the resistance counselors encounter within the counseling relationship may be attributed to the counselor's "stepping out of role" or failing to conform to the expectations of the counselee (Grant, 1954). For example, to have a counselor focus upon the feelings of a counselee whose perception of the counselor was that of a resource person for vocational information, would undoubtedly be frustrating and would be met with resistance (Bordin, 1955).

In summary, it is commonly held that the existence of conflicting perceptions regarding the nature of the counselor's role will inevitably create difficulties in the establishment and operation of an effective counseling program.

## II. ROLE THEORY

Poppen (1965) questioned how the counselor's perceptions of the expectations of others would influence the counselor's interpretation of his own role. Role theorists have traditionally emphasized the importance of expectations and perceptions in determining the behavior of an individual in his role. For example, Biddle and Thomas (1966) stated:

Individuals in society occupy positions, and their role performance in these positions is determined by social norms, demands and rules; by the role performance of others in their respective positions; by those who observe and react to the performance and by the individual's particular capabilities and personality (p. 7).



While the concept of role remains rather vague and undefined, this characteristic statement reflects three common elements which customarily appear in most conceptualizations of role, namely:

(a) . . . individual definition of a specific situation, (b) the assumption of a process of symbolic interaction or communication, and (c) that human behavior . . . must be viewed from the framework of organized and integrated patterns of behavior (Neiman and Hughes, 1951, p. 147).

Of central importance in the above quotation is the statement that roles, commonly defined as the expectations for behavior that are assigned by significant others to a specific position, evolve from the reciprocal or interactive process between significant role definers and the position occupants. Bentley (1965) was somewhat more definitive stating that roles are interactive systems of behavior; it is through reciprocal interaction that position occupants create their own roles.

Sargent (1951) emphasized the importance of an individual's perceptions in defining his role. He stated:

- (a) A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group.
- (b) Roles are learned and perceived by individuals, and may be conceptualized by them.
- (c) One does not respond to a situation as defined objectively, but rather as he perceives or interprets it (p. 360).

It may be concluded from the preceeding discussion that how a role incumbent defines his role will largely depend upon what he perceives to be the expectations and demands made upon him by the various social elements whose judgments he considers to have significance for him. The extent to which an individual's role behavior is congruent with the expectations of the influential groups will depend upon the





accuracy of his perceptions of the expectations of these role definers, and upon the extent to which he internalizes the norms or expectations of these groups (Ivey and Robin, 1966). These internalizations would represent the perceptions that the role incumbent has of the expectations or perceptions others have of his role.

### III. THE COUNSELOR'S ROLE

An empirical examination of a particular focal position requires locating all other positions in the given social structure and investigating the content of the interrelationships among these positions (Gross, Mason, and McEachern, 1958). Ivey and Robin (1966) systematically described the school counselor's position in terms of other significant and influential groups:

The determiners of the role of the school counselor in the social structure of the public high school would seem to be school boards, administrators, teachers, students, and the counselors themselves. Closely related to these role definers, but not actually in the immediate social structure of the school would be parents, community pressure groups, and the counseling profession. All of these groups interact and influence one another in their definition of his role. The counselor's role is therefore some combination of the role definitions via the interaction of these role definers (p. 31).

The importance of interaction and communication is again emphasized as a significant factor in defining a particular role within a given social structure.

Most of the studies completed to date have dealt with the identification of the many existing perceptions of the counselor's role. What seems to be required now are studies which focus not only upon existing perceptions but also upon the interaction between a focal



position and selected social groups. In support of this view, Ivey and Robin (1966) stated:

It is not enough to obtain a group's perception of what counselor role should be. Nor is it sufficient even when all significant role definers are polled for their opinions.... Studies are needed which consider the counselor's perceptions of others' perceptions (p. 33).

#### IV. THE PROBLEM

The present study attempted to determine how secondary school students and secondary school counselors perceived the counselor's role. More specifically, the investigation focused upon the extent to which counselors accurately perceived the students' perceptions of the counselor's role, and upon the extent to which the counselors' and students' perceptions overlapped.





## CHAPTER II

### SUMMARY OF RELATED RESEARCH

A sizable body of research exists which measures the expectations and perceptions that various significant groups have of the school counselor's role. A number of these studies examined student perceptions of counselor responsibility in three problem areas: educational, vocational, and personal-social-emotional.

#### I. STUDENT PERCEPTIONS OF COUNSELOR ROLE

Grant (1954), for example, administered a questionnaire to senior students to determine those areas in which students would seek the counselor's assistance. The questionnaire consisted of nine problem situations grouped into three areas: (a) educational planning, (b) vocational planning, (c) personal-emotional problems. The findings showed that counselors were perceived as giving acceptable assistance with vocational and educational planning but not with personal-emotional problems.

Similar results have been found by Jensen (1955), Carlson and Sullenger (1957), and Kiell (1957) all of whom found that high school and college students consider the counselors' most acceptable contribution to be in the area of vocational and educational planning. Kiell reported that only 5.5% of the freshmen students sampled perceived the counselor as contributing toward the resolution of personal problems while 8.5% expected no help in career planning.

Kerr (1962) found that while college-bound seniors





perceived the school counselor as providing the greatest assistance in the role of an information source, and the least assistance in the area of personal problems, the students felt the counselor should ideally be first a person from whom one receives assistance with personal problems and secondly an informational resource.

Some researchers not only identified students' perceptions of the counselor's role but also attempted to relate these perceptions to other variables. Koile and Bird (1956), and King and Matteson (1959) considered the possibility that sex and experience with counseling were influential variables determining the perceptions of college students. Their findings were consistent with the results of earlier studies in that students perceived educational and vocational problems to be more appropriate to discuss with a counselor than personal or social problems. In addition, both studies found significant differences between male and female preferences for help. Koile and Bird found men more likely than women to prefer help from a counselor, an adult friend, or their father while women tended to prefer help from no one, a student friend, or their mother. King and Matteson found that females showed a significantly greater tendency to take educational problems to a counselor. King and Matteson found also that students who had visited the College Counselling Center between one and five times perceived educational problems to be more appropriate to take to the Center than students who had never visited the Counselling Center or had visited it more than five times.

In an attempt to determine why students perceive certain problems to be appropriate and certain other problems to be inappropriate



to discuss with counselors, Heilfron (1960) asked students to indicate the degree of counseling they considered necessary for different types of problems. She found that students felt problems involving personality and character disorders lie beyond the purview of school counseling services and should be referred to agencies outside the school.

In general, the studies of students' perceptions of the counselor's role showed that students tend to see the counselor as a person to whom one takes educational and vocational problems rather than personal-social-emotional problems. The extent to which these types of problems are considered to be appropriate for counselor discussion seems to be related to both sex and experience with counseling. There is some evidence that high school students consider the characteristic personal or social problems to require professional help beyond that of the school counselor.

## II. DIFFERENTIAL PERCEPTIONS OF COUNSELOR ROLE

Gross, Mason, and McEachern (1958) stated that an empirical investigation of a particular focal position requires locating all other related groups within the given social structure and examining the interrelationships among these significant groups. It is not surprising then that a number of studies have been designed to compare the differential perceptions of various significant groups. The rationale for such research lies in Grant's (1954) statement that "a student's perceptions may be a reflection of a common point of view or attitude about the role of the counselor held by administrators, teachers, and by counselors themselves" (p. 74). Support of this belief comes from Bandura and





Walters (1963) who have produced considerable evidence that learning occurs through observation of the behavior of others. This learning occurs through the process of imitation which they describe as ". . . the tendency for a person to match the actions, attitudes, or emotional responses exhibited by real-life or symbolized models" (p. 89).

From this premise, Grant (1954) attempted to isolate those areas in which the counselor is perceived as being able to provide effective assistance to students by teachers, administrators, and by counselors. It was found that counselors themselves strongly identify with educational and vocational assistance, while in the personal-emotional area, approximately 70% of the teachers and administrators, and nearly 50% of the counselors, did not perceive the counselor as being able to offer effective assistance to students. Grant concluded that students' perceptions of the counselor's role are largely "imitations" of the perceptions of such significant others as teachers, administrators, and counselors themselves.

Other studies which have investigated differential perceptual sets, both support and contradict Grant's findings. For example, Dunlop (1965) administered a rating scale to randomly selected samples which included 25 California counselor educators, 24 high school administrators, 35 male and 35 female teachers, 25 college-preparatory and 25 job-bound seniors. The study was undertaken to determine differences in the perceptions of the above groups as to the appropriateness of the counselor assuming responsibility in the task areas: Vocational, Educational, or Personal counseling; Testing and Diagnosis; Administrative-Clerical; Teacher Role Expectancy, and Counseling Profession.



Results indicated the following: (a) all groups perceived educational counseling, vocational counseling, and testing and diagnosis as appropriate counselor responsibilities with the exception of job-bound seniors and the mothers of job-bound seniors who did not consider the interpretation and explanation of test scores to be an appropriate task, and (b) college-preparatory seniors rejected the personal counseling responsibilities significantly more often than other groups whose total reaction was generally favorable.

In a similar study, Evraiff (1961) surveyed the perceptions held by 80 administrators, 72 teachers, 43 junior and 40 senior high school students, and 68 of the parents. He found that the various groups all perceived counseling with students concerning school problems and personal problems, planning their future careers, programming, orientation, and conferences with parents to be the most important functions of the school counselor. These findings support, in general, the results of Dunlop (1965) in that personal counseling was perceived to be as appropriate as educational counseling. The results contradict Grant's (1954) findings which showed personal counseling to be rejected in favor of educational and vocational counseling.

Warman (1960) attempted to define the counselor's role in terms of how it is perceived among professional staff, other student personnel workers, teaching faculty, and students. A 100-item attitude-survey was constructed and administered to 250 people. Responses were factor analyzed yielding four factors which included one general: a generalized positive attitude towards counseling, and three specific: (a) College Routine, Adjusting One's Self to the Academic World;







(b) Vocational Choice, Long Range Career Planning, (c) Adjusting to Self and Others, Interpersonal and Intrapersonal Adjustment.

Warman concluded:

All groups of subjects, except the professional counseling psychologists, generally considered problems concerned with Vocational Choice most appropriate for discussion at the Counselling Center, College Routine problems next appropriate, and Adjustment to Self and Others problems least appropriate. The Counselling Center staff placed Adjustment to Self and Others ahead of College Routine and felt Adjustment to Self and Others to be appropriate for discussion to a significantly greater degree than did any of the other four groups. The Counselling Center group also had the least within-group variability, i.e., it was the most homogeneous in viewpoint. Students after counseling had less within-group variability than they did before counseling (p. 274).

On the premise that the perceptual sets parents maintain toward the role of the counselor are influential in determining students' perceptions, Bergstein and Grant (1961) surveyed the questionnaire responses of 187 mothers and 179 fathers of children in the sixth, eighth, tenth, and twelfth grades. The responses indicated who the parents felt could be of greatest assistance to his child in a specific problem situation.

In general, parents of children from lower to higher grades perceived the school counselor to be increasingly helpful with all problem situations. However, counselors were perceived to be more helpful by students with educational and vocational concerns than by students with personal-emotional-social problems. In every instance but one (eighth-grade parents' ratings on educational problems) the counselor received significantly higher mean ratings on perceived helpfulness than best family friends or school principals.

In summary, the results of the various studies on



differential perceptions were incomplete and ambiguous. Generally, findings demonstrated the existence of differential perceptions among various socially defined groups. There was a tendency for all groups to perceive educational and vocational problems to be more appropriate for counselor involvement. The counselors themselves, however, generally perceived personal or self-oriented problems to be equally important or more appropriate. Grant's (1954) study represented an exception, with counselors indicating a preference for educational and vocational problems.

### III. FACTORS INFLUENCING PERCEPTIONS

A number of studies have been designed to determine possible variables influencing the development of the perceptions the previously reviewed studies have identified.

Brough (1965), for example, studied the sources of student ideas and attitudes towards the counselor's role. He administered a questionnaire to 631 students in a single junior high school. The results indicated that students acquire their perceptions of the counselor's role from many different sources. The source receiving the highest percent of responses was the counselor discussing his role with the students in classroom visits. The second and third most commonly selected sources were actually talking with the counselor, and the explanation of counseling services available in the student handbook. When asked to state the single most important source of one's perceptions, it was found that actually talking with the counselor seemed to have the greatest effect with 40.5% of the





students responding to this item.

Rippee, Hanvey and Parker (1965) examined the influence of counseling on the perception of counselor role. The actual study was to determine if there was a difference between student and teacher perceptions of the high school counselor's role before and after the introduction of counseling services in the school, and if students who have received counseling had different perceptions from those who had not received counseling. A questionnaire was administered on two different occasions to students and teachers of three small, rural, secondary schools. A scoring key was made which represented the ideal counselor role as seen by graduate counseling students and trained counseling psychologists. This served as a criterion against which responses were scored. Two of the schools served as experimental groups in which counselors were placed, while the third school operated as a control.

Results indicated that introducing counseling in the experimental schools resulted in a more accurate perception among counseled and non-counseled students and teaching staff of the "ideal" counselor's role. The control group, in which there were no counselors, showed no change.

Finally, Pratte and Cole (1965) conducted a study designed to compare referred and self-referred students in their perceptions of counselor role behavior. Subjects included 240 high school students randomly selected from four schools. These were then divided into four groups of 15 according to sex and type of referral. The instrument employed was a 50-item questionnaire which consisted of items describing





possible role behavior of the counselor. The criterion against which student responses were evaluated was determined by administering the questionnaire to 21 experienced counselors who agreed that each item described a duty which was either like or unlike what the counselor does. Each student's score was the number of his "correct" responses on the questionnaire.

A three-way analysis of variance indicated that both female and self-referred students maintained perceptions more congruent with the criterion measure.

In summary, the results of these studies suggest that the presence of a counseling program, experience with counselors, type of referral, and the counselee's sex were variables influencing perceptions of the counselor's role.

#### IV. SUMMARY AND STATEMENT OF SPECIFIC PROBLEM

It was the intent of this investigation to extend the findings of the previous studies by examining the types of problems (personal, social, educational, vocational) which secondary school students and secondary school counselors consider to be appropriate for students to discuss with a school counselor. Special emphasis is placed upon the counselors' perceptions of the students' perceptions of the counselor's role (Ivey and Robin, 1966).

In addition, consideration in the present study was given to the following: (a) differences related to students' experience with counselors (Rippee, Hanvey and Parker, 1965; King and Matteson, 1959); (b) the type of referral (Pratte and Cole, 1965); (c) the sex of the



counselee (Pratte and Cole, 1965; Koile and Bird, 1956; King and Matteson, 1959); (d) differences related to the proportion of time counselors spend counseling as opposed to teaching; and (e) differences related to counselors completing a recognized counseling practicum course.

The present study was also concerned with the degree of agreement and disagreement on each item for the three groups of respondents: students, counselors, and counselors-responding-as-students. It was recognized that while, on the average, students might agree that a particular problem was appropriate to discuss with a counselor, considerable variation regarding the degree of appropriateness may still exist within the student body, that is, the appropriateness of the problem is controversial. The implications of such findings for counselors would differ considerably from results showing a particular problem to be considered, on the average, appropriate to discuss with a counselor with little student variation, that is, the problem is not controversial.

In addition the study was designed to identify and compare the perceptual structure of the three groups. A factor match was used to determine: (a) if the students' responses corresponded to the counselors' responses, (b) if the counselors could approximate the students' responses, and (c) if the counselors' estimations of the students' responses differed from the counselors' own responses.

Finally, the specific hypotheses outlined below were tested using an analysis of variance design.







## V. HYPOTHESES

1. There will be significant differences between students', counselors', and counselors' perceptions of students' perceptions in each of the personal, social, educational and vocational scales.
2. Female students will perceive each type of problem to be more appropriate for counselor involvement than male students.
3. Self-referred students will perceive each type of problem to be more appropriate for counselor involvement than students who are referred by other people.
4. The number of interviews a student has with a counselor will be positively related to the student's perceiving each type of problem to be appropriate for counselor involvement.
5. Full-time counselors will perceive personal and social problems to be more appropriate for counselor involvement than part-time counselors.
6. Counselors completing a counseling practicum course will perceive personal and social problems to be more appropriate for counselor involvement than counselors who have not completed such a course.



## CHAPTER III

### EXPERIMENTAL DESIGN AND PROCEDURE

#### I. THE SAMPLE

Two populations were sampled. The student sample consisted of 434 grade eleven students registered in eight Edmonton Public High Schools. Included in this sample were 247 females and 187 males. Thirty-one students had never had a counseling interview, 272 had between one and four interviews, 90 had between five and nine interviews, and 41 had more than ten interviews. Among the counseled students, 138 had been referred, 158 had been self-referred, and 108 had conferred with another person in the referral.

Students selected were those enrolled in the psychology 20 classes.

The second sample consisted of forty-six high school counselors selected from each of the Edmonton Public High Schools. This sample included 19 full-time counselors, 27 part-time counselors, 22 counselors who had completed a university counseling practicum course, and 24 who had not completed such a course.

#### II. THE TEST INSTRUMENT

For the purposes of this study a rating scale was designed to determine the types of problems students and counselors considered to be appropriate to discuss with a high school counselor. The first step in constructing the rating scale was to collect a number of potential items. A total of 80 items was written, each representing a





problem which a high school student might experience. Most of the items were adapted from the Mooney Problem Check List. The general format of the instrument is an adaptation of a questionnaire designed and employed by Warman (1960).

Directions specified that the respondent was to read each item and indicate on a five-point scale the extent to which each problem would be appropriate to discuss with a counselor. A rating of 1 indicated the respondent considered the problem to be "Very Appropriate" to discuss with a counselor. A rating of 2 meant the problem would be "Appropriate" to discuss with a counselor; 3 meant the respondent was "Uncertain" or "Undecided" about the appropriateness of the item; 4 meant the problem was "Inappropriate"; and 5 meant the problem was "Definitely Inappropriate" for discussion with a counselor.

The test instrument was validated by factor analyzing and rotating to the varimax criteria the responses of 104 grade eleven students. The factor analysis yielded four distinct factors. Three of the factors could be clearly described as a Personal-Social factor, an Educational factor, and a Vocational-Future Educational factor (Appendix F). Seven items constituted the fourth factor and had to do with part-time employment. These were omitted from the instrument leaving a total of 73 items.

For the purposes of the statistical analysis, the Personal-Social factor was subdivided into a Personal scale made up of those items describing problem situations which involved the individual alone, and a Social scale made up of those items describing problem situations arising out of one's relationships with other people. The final





instrument, then, constituted 73 items randomly distributed throughout the questionnaire and capable of being categorized into the four previously described scales: Personal, Social, Educational, Vocational.

### III. THE METHOD

Questionnaires were administered to the student sample by the class room teacher. Each teacher was instructed by the writer regarding the nature of the study and the administrative procedures. The questionnaires were completed during a regular class period.

Department heads of each counseling department in each of the Edmonton Public High Schools assisted in distributing the questionnaires to the counselors in their departments. Each counselor received two questionnaires. Directions on the first questionnaire requested the counselor to indicate the extent to which he considered each item to be an appropriate problem to discuss with a high school counselor. The second questionnaire specified that the counselor was to rate each item as he thought grade eleven students would rate the same items. This questionnaire was intended to measure the counselors' perceptions of the students' perceptions.

### IV. ANALYSIS OF THE DATA

Analysis of the data involved three major operations. First, a measure of consensus was obtained on each item by calculating the distribution of responses among the five possible alternatives. The



five available response categories for each item in the test instrument were:

1. Very Appropriate
2. Appropriate
3. Uncertain
4. Inappropriate
5. Definitely Inappropriate

Responses to each alternative were summed and reported as a percentage of the total possible responses. This procedure estimated the degree of consensus on each item within each group as well as an estimate of consensus among the three groups.

The first step in the second analysis involved factor analyzing the questionnaire responses of each of the three groups. The rotated varimax factor loadings for each group were then compared using the Ahmavaara factor match technique. This procedure provided a "best-fitting" factor pattern matrix and a measure of "goodness of fit" among the factors. The purpose of this procedure was to provide a comparison among the three groups in terms of their perceptions of problem appropriateness.

The final experimental procedure involved primarily an analysis of variance design. Ratings for each item within each scale were summed and averaged giving a mean rating for each scale. The dependent variable in this experiment was the mean rating scores for each group on each of the four scales. For the F values in the analysis of variance, Winer's (1962) F table was used. Following a significant F, a modified q statistic using the Newman-Keuls Method and the student-







ized range statistic was used for testing the significance of differences between all pairs of ordered means.



## CHAPTER IV

## STATISTICAL ANALYSIS AND FINDINGS

## I. ESTIMATION OF PERCEPTUAL CONSENSUS

The major focus of interest in the first analysis was to investigate inferentially the degree of perceptual consensus within and among the three groups: students, counselors, and counselors-responding-as-students. The data presented in Table I indicate the percentage of individuals within each group responding to each of the five possible alternatives for each item. The column headings for Table I indicate:

- (1) The Item
- (2) The classification of item: Personal (P), Social (S), Educational (E), and Vocational (V).
- (3) Size of student (S), counselor (C), and counselors-responding-as-students (CS) samples.
- (4) - (8) Headings numbered 4 - 8 refer to response categories.
- (4) A - Definitely Appropriate
- (5) a - Appropriate
- (6) ? - Uncertain
- (7) i - Inappropriate
- (8) I - Definitely Inappropriate
- (9)  $\bar{x}$  - Item mean
- (10) S.D. - Item standard deviation



TABLE I

PERCENT OF GROUP RESPONDING IN EACH OF THE FIVE CATEGORIES  
FOR THE ITEMS OF THE PROBLEM APPROPRIATENESS SCALE

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
1. I doubt the wisdom of my vocational choice	V	S (434) C (46) CS (46)	61.1 73.9 69.6	22.4 26.1 26.1	8.5 0.0 4.3	3.2 0.0 0.0	4.8 0.0 0.0	1.68 1.26 1.35	1.08 0.44 0.56
2. I am afraid to try anything new	P	S (434) C (46) CS (46)	13.4 45.7 34.8	38.0 39.1 23.9	21.2 10.9 32.6	17.7 2.2 4.3	9.7 2.2 4.3	2.72 1.76 2.20	1.18 0.89 1.10
3. I have difficulty control- ling my emotions	P	S (434) C (46) CS (46)	17.5 52.2 37.0	29.3 41.3 28.3	15.2 2.2 10.9	21.7 2.2 17.4	16.4 2.2 6.5	2.90 1.61 2.28	1.36 0.82 1.30
4. I never seem to have my homework and assignments completed on time	E	S (434) C (46) CS (46)	37.6 58.7 23.9	33.6 39.1 52.2	10.4 2.2 13.0	10.6 0.0 10.9	7.8 0.0 0.0	2.18 1.43 2.11	1.26 0.54 0.89
5. I do not have any close friends in school	S	S (434) C (46) CS (46)	22.8 63.0 32.6	28.1 30.4 28.3	14.5 6.5 6.5	17.3 0.0 30.4	17.3 0.0 2.2	2.78 1.43 2.41	1.42 0.61 1.28
6. I would like assistance in learning good study habits	E	S (434) C (46) CS (46)	59.2 58.7 56.5	27.9 41.3 43.5	6.0 0.0 0.0	4.6 0.0 0.0	2.3 0.0 0.0	1.63 1.41 1.43	0.95 0.49 0.50





TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
7. I want to be more popular	S	S (434) C (46) CS (46)	3.2 39.1 21.7	17.1 41.3 32.6	20.3 19.6 15.2	28.6 0.0 21.7	30.9 0.0 8.7	3.67 1.80 2.63	1.17 0.74 1.27
8. I am embarrassed because of my lack of experience in social situations	S	S (434) C (46) CS (46)	11.8 37.0 21.7	28.8 47.8 21.7	18.4 15.2 19.6	26.3 0.0 37.0	14.7 0.0 0.0	3.03 1.78 2.72	1.27 0.69 1.17
9. I always seem to hurt other people's feelings without realizing it	P	S (434) C (46) CS (46)	8.8 43.5 28.3	29.3 41.3 26.1	18.4 13.0 19.6	28.3 2.2 23.9	15.2 0.0 2.9	3.12 1.74 2.46	1.23 0.76 1.19
10. I do not have the necessary abilities or qualifications to enter a desired vocation	V	S (434) C (46) CS (46)	67.5 71.7 63.0	19.8 28.3 32.6	6.0 0.0 2.2	2.3 0.0 2.2	4.4 0.0 0.0	1.56 1.28 1.43	1.01 0.45 0.65
11. I do not seem to know how to study effectively	E	S (434) C (46) CS (46)	57.4 56.5 63.0	30.6 43.5 28.3	4.6 0.0 2.2	5.3 0.0 6.5	2.1 0.0 0.0	1.64 1.43 1.52	0.94 0.50 0.83
12. I am too shy in the presence of other people	S	S (434) C (46) CS (46)	11.8 45.7 23.9	30.2 43.5 28.3	18.7 10.9 23.9	27.9 0.0 17.4	11.5 0.0 6.5	2.97 1.65 2.54	1.23 0.67 1.21
13. I feel guilty about some of the things I do	P	S (434) C (46) CS (46)	6.5 43.5 19.6	21.4 39.1 17.4	17.3 13.0 19.6	28.6 4.3 30.4	26.3 0.0 13.0	3.47 1.78 3.00	1.26 0.83 1.34



TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
14. I do not seem to use my study time to its best advantage	E	S (434) C (46) CS (46)	43.5 52.2 45.7	32.3 47.8 45.7	9.4 0.0 4.3	10.1 0.0 4.3	4.6 0.0 0.0	2.00 1.48 1.67	1.16 0.50 0.75
15. I am considering several fields but not certain about any one	V	S (434) C (46) CS (46)	65.2 65.2 71.7	21.4 32.6 28.3	6.0 2.2 0.0	3.5 0.0 0.0	3.9 0.0 0.0	1.59 1.89 1.28	1.02 0.61 0.45
16. I cannot seem to read as well as others in the class	E	S (434) C (46) CS (46)	31.6 15.2 15.2	41.9 78.3 56.5	10.8 2.2 13.0	10.4 4.3 15.2	5.3 0.0 0.0	2.16 1.96 2.28	1.14 0.59 0.90
17. When writing an exam I can never seem to remember anything I studied	E	S (434) C (46) CS (46)	41.7 30.4 34.8	34.1 65.2 45.7	10.8 4.3 8.7	7.4 0.0 10.9	6.0 0.0 0.0	2.02 1.74 1.96	1.17 0.53 0.93
18. I do not know what I really want in a job	V	S (434) C (46) CS (46)	48.4 67.4 63.0	34.6 32.6 26.1	7.8 0.0 6.5	5.1 0.0 4.3	4.1 0.0 0.0	1.82 1.33 1.52	1.05 0.47 0.80
19. My parents object to the kind of companions I go around with	S	S (434) C (46) CS (46)	9.7 39.1 34.8	27.0 50.0 26.1	14.1 8.7 19.6	25.3 2.2 13.0	24.0 0.0 6.5	3.27 1.74 2.30	1.34 0.71 1.25
20. I try to remain anonymous or inconspicuous at a party	S	S (434) C (46) CS (46)	6.7 37.0 17.4	17.5 41.3 19.6	15.9 15.2 30.4	26.5 6.5 23.9	33.4 0.0 8.7	3.62 1.91 2.87	1.29 0.88 1.21







TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
21. I cannot seem to under- stand abstract concepts	E	S (434) C (46) CS (46)	12.7 30.4 19.6	30.0 60.9 58.7	28.8 4.3 10.9	16.4 4.3 10.9	12.2 0.0 0.0	2.85 1.83 2.13	1.20 0.70 0.85
22. I am so much in love I can't think of anything else	P	S (434) C (46) CS (46)	5.8 37.0 17.4	19.4 43.5 17.4	14.3 8.7 15.2	20.3 6.5 21.7	40.3 4.3 28.3	3.70 1.98 3.26	1.32 1.05 1.47
23. I am constantly bothered by a friend who always "tags along"	S	S (434) C (46) CS (46)	4.8 30.4 19.6	15.2 50.0 23.9	14.1 10.9 28.3	31.8 4.3 19.6	34.1 4.3 8.7	3.75 2.02 2.74	1.21 0.99 1.22
24. I do not know what kind of a vocation I am suited for	V	S (434) C (46) CS (46)	70.0 73.9 71.7	19.6 26.1 28.3	4.8 0.0 0.0	2.1 0.0 0.0	3.5 0.0 0.0	1.49 1.26 1.28	0.94 0.44 0.45
25. Other people always seem to take advantage of me	S	S (434) C (46) CS (46)	5.3 39.1 23.9	24.7 45.7 34.8	21.4 10.9 21.7	29.0 4.3 13.0	19.6 0.0 6.5	3.33 1.80 2.43	1.19 0.80 1.17
26. I do not seem to be as happy as others seem to be	P	S (434) C (46) CS (46)	6.9 45.7 26.1	25.3 43.5 21.7	21.9 6.5 34.8	29.3 4.3 15.2	16.6 0.0 2.2	3.23 1.70 2.46	1.20 0.78 1.10
27. I am so confused I feel I am about to go to pieces	P	S (434) C (46) CS (46)	24.0 54.3 41.3	34.8 32.6 28.3	15.2 6.5 13.0	13.8 6.0 13.0	12.2 0.0 4.3	2.56 1.65 2.11	1.32 0.87 1.20



TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
28. My mind seems to go blank when speaking in front of the class	S	S (434) C (46) CS (46)	25.3 28.3 30.4	47.2 65.2 43.5	11.3 6.5 15.2	11.5 0.0 10.9	4.6 0.0 0.0	2.23 1.78 2.07	1.09 0.55 0.94
29. I cannot seem to do anything well	P	S (434) C (46) CS (46)	18.2 47.8 32.6	37.3 45.7 30.4	17.5 6.5 19.6	16.4 0.0 10.9	10.6 0.0 6.5	2.64 1.59 2.28	1.25 0.61 1.21
30. I am transferring to another school and would like to know how to make the necessary adjustment in courses	V	S (434) C (46) CS (46)	76.5 50.0 69.6	10.4 47.8 26.1	3.7 2.2 2.2	3.2 0.0 2.2	6.2 0.0 0.0	1.52 1.52 1.37	1.12 0.54 0.64
31. I am afraid I will not find a satisfactory job after high school	V	S (434) C (46) CS (46)	53.3 60.9 50.0	35.3 39.1 45.7	5.5 0.0 4.3	3.9 0.0 0.0	2.3 0.0 0.0	1.67 1.39 1.59	0.92 0.49 0.71
32. I am in need of advice on exploring the work world after high school	V	S (434) C (46) CS (46)	56.2 63.0 67.4	30.4 37.0 30.4	3.5 0.0 2.2	5.1 0.0 0.0	4.8 0.0 0.0	1.72 1.37 1.35	1.08 0.48 0.52
33. I have trouble organizing any thoughts for essays and reports	E	S (434) C (46) CS (46)	22.1 17.4 17.4	50.1 63.0 45.7	9.9 10.9 26.1	14.6 8.7 10.9	3.2 0.0 0.0	2.24 2.11 2.30	1.06 0.79 0.88
34. I am often not included in the weekend activities of the group to which I belong	S	S (434) C (46) CS (46)	2.7 32.6 19.6	16.9 41.3 21.7	16.6 21.7 30.4	33.5 4.3 19.6	30.3 0.0 8.7	3.45 1.98 2.76	1.46 0.85 1.22





TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
35. I give up too easily when faced with a difficult problem	P	S (434) C (46) CS (46)	12.2 39.1 17.4	44.7 54.3 32.6	20.8 2.2 34.8	17.1 4.3 15.2	5.2 0.0 0.0	2.40 1.72 2.48	1.23 0.71 0.95
36. I need help in identi- fying my interests and clarifying my vocation- al goals	V	S (434) C (46) CS (46)	56.3 73.9 63.0	31.8 26.1 32.6	4.5 0.0 2.2	4.0 0.0 2.2	3.5 0.0 0.0	1.55 1.26 1.43	1.04 0.44 0.65
37. I do not find books and reading very stimulating	E	S (434) C (46) CS (46)	11.2 13.0 15.2	40.0 60.9 45.7	19.6 19.6 21.7	18.9 6.5 17.4	10.4 0.0 0.0	2.58 2.20 2.41	1.35 0.74 0.95
38. I have been expelled from school and would like to get back in	E	S (434) C (46) CS (46)	77.7 30.4 43.5	11.7 41.3 28.3	2.0 10.9 13.0	1.2 8.7 6.5	7.4 8.7 8.7	1.38 2.24 2.09	1.15 1.22 1.27
39. I always seem to be left out of social activities	S	S (434) C (46) CS (46)	5.7 34.8 23.9	26.6 47.8 17.4	16.9 15.2 28.3	31.0 2.2 30.4	19.9 0.0 0.0	3.09 1.85 2.65	1.46 0.75 1.15
40. I go out of my way to avoid meeting people I know	S	S (434) C (46) CS (46)	5.5 39.1 21.7	17.6 43.5 15.2	19.1 13.0 23.9	32.8 4.3 34.8	25.1 0.0 4.3	3.29 1.83 2.85	1.47 0.82 1.23
41. I worry about things which are not really important	P	S (434) C (46) CS (46)	14.1 37.0 23.9	28.3 52.2 41.3	18.7 8.7 17.4	27.4 2.2 17.4	11.5 0.0 0.0	2.94 1.76 2.28	1.26 0.70 1.01



TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
42. I cannot act natural when with new people	S	S (434) C (46) CS (46)	6.7 37.0 21.7	24.0 41.3 32.6	20.0 19.6 21.7	32.9 2.2 19.6	16.4 0.0 4.3	3.28 1.87 2.52	1.19 0.80 1.16
43. I would like to know more about my vocation- al abilities	V	S (434) C (46) CS (46)	68.9 71.7 76.1	20.5 28.3 23.9	3.0 0.0 0.0	3.5 0.0 0.0	4.1 0.0 0.0	1.53 1.28 1.24	1.01 0.45 0.43
44. I try to avoid being in a group of people as much as possible	S	S (434) C (46) CS (46)	6.9 41.3 23.9	24.4 43.5 21.7	19.4 13.0 34.8	29.7 2.2 13.0	19.6 0.0 6.5	3.31 1.76 2.57	1.23 0.76 1.17
45. I do not know what scholastic requirements are needed to enter university	V	S (434) C (46) CS (46)	75.6 71.7 87.0	12.2 28.3 13.0	2.5 0.0 0.0	4.4 0.0 0.0	5.3 0.0 0.0	1.52 1.28 1.13	1.10 0.45 0.34
46. I have several vocational choices available to me and I don't know which to choose	V	S (434) C (46) CS (46)	66.6 67.4 80.4	24.4 32.6 19.6	3.5 0.0 0.0	2.3 0.0 0.0	3.2 0.0 0.0	1.51 1.33 1.20	0.92 0.47 0.40
47. Lately I cannot seem to get along with my best friend	S	S (434) C (46) CS (46)	5.1 45.7 32.6	17.7 39.1 19.6	13.1 10.9 21.7	35.0 4.3 19.6	29.0 0.0 6.5	3.65 1.74 2.48	1.21 0.82 1.30





TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
48. I am transferring to another school and require someone to explain the various programs offered	V	S (434) C (46) CS (46)	72.8 50.0 69.6	13.8 50.0 30.4	4.6 0.0 0.0	3.5 0.0 0.0	5.3 0.0 0.0	1.55 1.50 1.30	1.09 0.50 0.46
49. I am extremely afraid of failing or making a mistake	P	S (434) C (46) CS (46)	20.5 50.0 30.4	43.3 41.3 32.6	12.4 6.5 17.4	13.8 2.2 19.6	9.9 0.0 0.0	2.49 1.61 2.26	1.24 0.71 1.09
50. I must make an immediate and specific vocational choice	V	S (434) C (46) CS (46)	68.9 58.7 73.9	21.4 41.3 26.1	4.1 0.0 0.0	3.5 0.0 0.0	2.1 0.0 0.0	1.48 1.41 1.26	0.89 0.49 0.44
51. My school program is so disorganized that it does not seem to be leading anywhere	V	S (434) C (46) CS (46)	71.4 63.0 67.4	17.5 37.0 32.6	4.1 0.0 0.0	2.5 0.0 0.0	4.4 0.0 0.0	1.51 1.37 1.33	1.01 0.48 0.47
52. I need information on financial assistance and scholarships to help with expenses	E	S (434) C (46) CS (46)	63.6 87.0 87.0	20.7 13.0 13.0	3.7 0.0 0.0	4.6 0.0 0.0	7.4 0.0 0.0	1.71 1.13 1.13	1.20 0.34 0.34
53. I am too easily embarrassed	P	S (434) C (46) CS (46)	4.8 39.1 21.7	18.2 45.7 17.4	17.5 13.0 28.3	35.9 2.2 23.9	23.5 0.0 8.7	3.55 1.78 2.80	1.17 0.75 1.26





TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
54. I seem to be unusually depressed and unhappy	P	S (434) C (46) CS (46)	12.9 41.3 34.8	26.0 45.7 32.6	16.1 8.7 10.9	24.9 4.3 19.6	20.0 0.0 2.2	3.73 1.76 2.22	1.35 0.79 1.18
55. I am not happy with the program I am taking	V	S (434) C (46) CS (46)	68.0 47.8 56.5	21.7 52.2 41.3	4.6 0.0 2.2	2.8 0.0 0.0	3.0 0.0 0.0	1.51 1.52 1.46	0.93 0.50 0.54
56. I worry about making the right vocational choice	V	S (434) C (46) CS (46)	57.6 69.6 67.4	32.0 30.4 32.6	4.4 0.0 0.0	3.0 0.0 0.0	3.0 0.0 0.0	1.62 1.30 1.33	0.93 0.46 0.47
57. I sometimes feel tense for no apparent reason	P	S (434) C (46) CS (46)	9.9 34.8 32.6	26.3 47.8 23.9	20.7 10.9 13.0	29.3 4.3 23.9	13.8 2.2 6.5	3.11 1.91 2.48	1.22 0.90 1.33
58. I do not know how to look for a job	V	S (434) C (46) CS (46)	45.4 50.0 52.2	40.3 50.0 45.7	5.3 0.0 2.2	5.1 0.0 0.0	3.9 0.0 0.0	1.82 1.50 1.52	1.01 0.50 0.62
59. I take things too seriously	P	S (434) C (46) CS (46)	6.9 34.8 28.3	24.0 50.0 32.6	22.8 8.7 13.0	28.3 6.5 21.7	18.0 0.0 4.3	3.26 1.87 2.41	1.20 0.82 1.23
60. I am not certain what courses to take and would like assistance in selecting electives	V	S (434) C (46) CS (46)	69.6 73.9 76.1	15.9 26.1 23.9	2.8 0.0 0.0	4.6 0.0 0.0	7.1 0.0 0.0	1.64 1.26 1.24	1.19 0.44 0.43



TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) i	(8) I	(9) $\bar{x}$	(10) S.D.
61. I feel nervous and ill at ease at a dance or party	S	S (434)	3.7	16.6	17.7	31.6	30.4	3.68	1.17
		C (46)	37.0	41.3	10.9	8.7	2.2	1.98	1.01
		CS (46)	21.7	21.7	26.1	23.9	6.5	2.72	1.23
62. I cannot seem to concen- trate on any one thing	P	S (434)	10.6	42.6	17.1	15.7	14.1	2.80	1.24
		C (46)	37.0	58.7	4.3	0.0	0.0	1.67	0.55
		CS (46)	41.3	43.5	10.9	4.3	0.0	1.78	0.81
63. I frequently have fits of crying that I cannot control	P	S (434)	8.1	19.8	8.1	24.7	39.4	3.68	1.37
		C (46)	39.1	41.3	13.0	6.5	0.0	1.87	0.87
		CS (46)	32.6	23.9	19.6	19.6	4.3	2.39	1.24
64. I cannot seem to find enough time to study	E	S (434)	36.4	40.6	11.3	6.5	5.3	2.04	1.10
		C (46)	41.3	52.2	6.5	0.0	0.0	1.65	0.60
		CS (46)	43.5	45.7	6.5	4.3	0.0	1.72	0.77
65. My feelings are too easily hurt	P	S (434)	4.1	20.5	18.2	34.6	22.6	3.51	1.17
		C (46)	39.1	43.5	13.0	4.3	0.0	1.83	0.82
		CS (46)	26.1	15.2	30.4	21.7	6.5	2.67	1.25
66. When in a group of people I have trouble thinking of the right things to talk about	S	S (434)	5.3	24.2	17.1	32.7	20.7	3.39	1.21
		C (46)	32.6	47.8	13.0	6.5	0.0	1.93	0.84
		CS (46)	21.7	17.4	30.4	30.4	0.0	2.70	1.12
67. I cannot seem to under- stand the concepts taught in some courses	E	S (434)	45.2	35.9	8.1	6.5	4.4	1.89	1.08
		C (46)	21.7	71.7	4.3	2.2	0.0	1.87	0.58
		CS (46)	32.6	47.8	10.9	8.7	0.0	1.96	0.88







TABLE I (CONTINUED)

(1) ITEM	(2) PRO- BLEM	(3) SAMPLE	(4) A	(5) a	(6) PERCEPTIONS ?	(7) PERCEPTIONS i	(8) I	(9) $\bar{x}$	(10) S.D.
68. I wonder if I am qualified for the vocation I am considering	V	S (434)	62.9	26.3	4.6	3.5	2.8	1.57	0.94
		C (46)	67.4	32.6	0.0	0.0	0.0	1.33	0.47
		CS (46)	80.4	19.6	0.0	0.0	0.0	1.20	0.40
69. I am lacking in self-confidence	P	S (434)	7.8	34.8	19.4	24.0	14.1	3.02	1.21
		C (46)	61.4	29.5	4.5	2.3	2.3	1.48	0.90
		CS (46)	32.6	21.7	28.3	10.9	6.5	2.37	1.22
70. I sometimes feel that my friends do not really want to associate with me	S	S (434)	11.3	20.3	15.9	31.1	21.4	3.31	1.31
		C (46)	45.5	38.6	9.1	6.8	0.0	1.70	0.93
		CS (46)	21.7	28.3	26.1	21.7	2.2	2.54	1.12
71. I am in need of information about different vocations	V	S (434)	67.5	23.0	3.0	3.9	2.5	1.51	0.92
		C (46)	68.2	31.8	0.0	0.0	0.0	1.26	0.53
		CS (46)	78.3	21.7	0.0	0.0	0.0	1.22	0.41
72. It is hard for me to "break the ice" when I meet a new person	S	S (434)	8.1	23.5	15.4	34.6	18.4	3.32	1.24
		C (46)	34.1	45.5	18.2	2.3	0.0	1.80	0.85
		CS (46)	21.7	19.6	32.6	23.9	2.2	2.65	1.13
73. I do not seem to get out of my studying what I put into it	E	S (434)	44.0	37.8	10.4	4.8	3.0	1.85	0.99
		C (46)	34.1	63.6	2.3	0.0	0.0	1.61	0.61
		CS (46)	50.0	41.3	4.3	4.3	0.0	1.63	0.76



An examination of Table I indicates that the distribution of responses among the five possible alternatives is much greater for all three samples when the item is categorized as personal or social. This relatively extreme variability of responses is not, however, demonstrated among the educational and vocational items. This general finding suggests that a higher level of agreement exists regarding the extent to which educational and vocational problems are appropriate to discuss with a counselor. At the same time, a high level of disagreement appears to exist when the problem is of a personal or social nature.

The dispersion of responses on the personal and social items appears greatest within the student sample, followed by the counselor-responding-as-student sample. The counselor sample demonstrates the least variability. This could be interpreted to mean that while counselors as a group are not themselves in complete agreement regarding the appropriateness of personal and social problems for counselor involvement, they do maintain a greater degree of consensus than the student sample. The fact that the counselor-responding-as-student sample approximates the distribution of student responses suggests that counselors are aware of the lack of consensus within the student population, or that the counselors don't know how the students think.

On the basis of the first analysis, then, it is suggested that little general agreement exists regarding the appropriateness of personal and social problems for counselor involvement. A higher level of consensus exists among all three groups regarding the appropriateness





of educational and vocational problems.

## II. FACTOR ANALYSIS

A factor analysis of the intercorrelations among the 73 variables was carried out for the 434 individuals in the student group. Of the 73 possible eigenvalues, 10 were greater than 1. These are shown in Table II. Since there was theoretical justification for expecting 3 factors, and since there was a relatively large difference between the third and fourth eigenvalues, 3 factors were selected for rotation.

TABLE II  
EIGENVALUES GREATER THAN ONE FOR  
STUDENT SAMPLE

17.552	13.042	5.155
2.790	2.229	1.429
1.329	1.188	1.126
	1.003	

The varimax rotated factors are shown in Table III. The three factors account for 49.0% of the total variance. From Table III we can see high loadings in factor 1 for items 1, 4, 6, 10, 11, 14, 15, 16, 17, 18, 21, 24, 30, 31, 32, 33, 36, 43, 45, 46, 48, 50, 51, 52, 55, 56, 58, 60, 64, 67, 68, 71, and 73. These items appear to describe an "educational-vocational" factor.



High loadings are found in factor 2 for items 2, 3, 7, 9, 12, 13, 19, 20, 22, 23, 25, 26, 27, 29, 41, 42, 44, 47, 49, 53, 54, 57, 59, 61, 62, 63, 65, 66, 69, 70, and 72. These items might be described as a "personal problem" factor.

Similarly, because of high loadings in factor 3 for items 5, 8, 28, 34, 35, 37, 38, 39, and 40, this factor might be described as a "social problem" factor.





TABLE III  
 ROTATED FACTOR LOADINGS  
 STUDENT GROUP

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
1	0.637	0.059	-0.315
2	0.345	0.382	-0.113
3	0.078	0.430	0.377
4	0.519	0.143	-0.146
5	0.136	0.397	0.442
6	0.589	0.019	0.121
7	0.075	0.615	0.002
8	0.083	0.469	0.477
9	0.069	0.620	0.253
10	0.683	-0.042	0.183
11	0.566	0.013	0.236
12	0.058	0.522	0.462
13	0.060	0.664	-0.021
14	0.505	0.230	-0.264
15	0.659	-0.065	0.206
16	0.496	0.104	0.279
17	0.547	0.225	-0.223
18	0.645	0.071	0.143
19	0.149	0.627	0.021
20	-0.138	0.550	0.512
21	0.300	0.361	-0.197
22	0.012	0.556	0.232
23	0.023	0.654	0.055
24	0.741	0.009	0.032
25	0.086	0.656	-0.029
26	0.169	0.720	-0.018
27	0.187	0.438	0.301
28	0.287	0.260	0.311
29	0.389	0.512	-0.089
30	0.746	0.046	-0.382
31	0.556	0.100	0.283
32	0.699	0.118	-0.390
33	0.343	0.087	0.272
34	-0.175	0.383	0.731
35	0.053	0.248	0.673
36	0.499	0.010	0.591
37	0.134	-0.029	0.620
38	0.526	-0.083	0.532
39	-0.074	0.419	0.708
40	-0.105	0.431	0.742



TABLE III (CONTINUED)

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>2</sub>
41	-0.105	0.538	0.407
42	-0.031	0.724	0.186
43	0.629	0.128	-0.428
44	0.006	0.605	0.412
45	0.794	0.023	-0.164
46	0.724	0.009	0.203
47	0.001	0.746	0.165
48	0.792	0.076	-0.247
49	0.316	0.488	-0.072
50	0.725	-0.026	0.202
51	0.726	-0.015	0.259
52	0.681	0.081	-0.189
53	-0.023	0.746	0.030
54	-0.004	0.627	0.357
55	0.741	-0.067	0.235
56	0.737	0.013	0.135
57	-0.083	0.589	0.412
58	0.673	0.117	0.241
59	0.032	0.683	0.017
60	0.763	0.083	-0.372
61	-0.040	0.690	0.293
62	0.356	0.491	-0.143
63	0.145	0.626	0.059
64	0.500	0.151	0.334
65	-0.021	0.749	0.092
66	0.073	0.705	0.078
67	0.552	0.200	-0.225
68	0.744	0.037	-0.139
69	0.176	0.631	0.092
70	-0.140	0.624	0.487
71	0.751	-0.032	0.091
72	-0.033	0.641	0.513
73	0.570	0.254	0.055
Percent of Common Variance	41.47	37.11	21.42
Percent of Total Variance	20.3	18.17	10.49





A second analysis was carried out on the intercorrelations of the 46 counselors. In this case 13 eigenvalues were greater than 1. These are shown in Table IV.

TABLE IV  
EIGENVALUES GREATER THAN ONE  
FOR COUNSELOR SAMPLE

29.405	10.853	3.828
3.092	2.604	2.223
2.045	1.747	1.603
1.435	1.368	1.153
	1.030	

It was decided to rotate 3 factors in an effort to conform to the pattern established in the analysis of the students' results. Because only 46 counselors were used in the analysis of 73 variables, the results must be interpreted with caution. The varimax rotated factors are shown in Table V. The three factors account for 60.4% of the total variance. From Table V we can see high loadings in factor 1 for items 2, 3, 5, 7, 8, 9, 12, 13, 19, 20, 22, 23, 25, 26, 27, 28, 29, 34, 35, 38, 39, 40, 41, 42, 44, 47, 49, 53, 54, 57, 59, 61, 62, 63, 65, 66, 67, 70, and 72. These items appear to describe a "personal-social" factor.



High loadings are found in factor 2 on items 1, 4, 10, 15, 18, 24, 31, 32, 36, 43, 46, 50, 51, 52, 55, 56, 58, and 68. These items might be described as a "vocational" factor.

Again, because of high loadings in factor 3 on items 6, 11, 14, 16, 17, 21, 30, 33, 37, 45, 48, 60, 64, 67, 71, and 73 this factor might be described as an "educational" factor.



TABLE V  
ROTATED FACTOR LOADINGS  
COUNSELOR GROUP

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
1	0.056	0.858	0.070
2	0.714	0.103	-0.202
3	0.657	0.174	-0.230
4	0.315	0.421	0.209
5	0.799	-0.073	-0.038
6	-0.190	0.464	0.389
7	0.791	0.111	0.040
8	0.792	-0.026	0.121
9	0.762	-0.041	0.062
10	-0.078	0.712	0.280
11	-0.081	0.316	0.479
12	0.882	0.128	0.022
13	0.820	0.135	-0.043
14	-0.225	0.273	0.536
15	0.220	0.541	0.172
16	0.064	0.083	0.636
17	0.204	0.178	0.555
18	0.050	0.750	0.119
19	0.760	0.226	0.106
20	0.920	0.047	-0.023
21	0.181	0.227	0.561
22	0.879	0.047	0.075
23	0.810	0.008	0.137
24	-0.068	0.904	0.141
25	0.873	0.084	-0.051
26	0.846	0.093	-0.033
27	0.118	0.126	0.009
28	0.556	0.221	0.367
29	0.699	0.385	-0.024
30	-0.269	0.200	0.494
31	0.143	0.674	0.242
32	-0.079	0.758	0.246
33	0.482	0.230	0.494
34	0.907	-0.035	0.176
35	0.817	0.187	0.012
36	0.310	0.762	-0.026
37	0.159	0.204	0.712
38	0.685	0.113	0.019
39	0.898	0.063	0.123
40	0.936	0.046	0.045





TABLE V (CONTINUED)

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
41	0.778	0.112	0.109
42	0.929	0.067	0.072
43	0.191	0.792	0.075
44	0.826	0.127	-0.012
45	-0.451	0.019	0.432
46	0.097	0.742	0.353
47	0.903	0.006	0.019
48	-0.276	0.258	0.644
49	0.858	0.184	-0.060
50	0.378	0.657	0.060
51	0.099	0.368	0.334
52	-0.173	0.403	0.157
53	0.932	0.069	-0.092
54	0.824	0.235	-0.132
55	0.434	0.322	0.191
56	0.313	0.699	-0.020
57	0.824	0.017	-0.021
58	0.221	0.545	0.172
59	0.945	0.107	0.011
60	-0.190	0.108	0.552
61	0.919	0.058	0.070
62	0.667	0.230	0.260
63	0.819	0.090	-0.215
64	0.484	0.190	0.515
65	0.882	0.234	0.024
66	0.760	0.129	0.192
67	0.233	0.222	0.647
68	0.068	0.751	0.200
69	0.733	0.016	-0.126
70	0.877	-0.194	-0.018
71	-0.226	0.267	0.374
72	0.798	-0.126	0.144
73	0.355	-0.084	0.581
Percent of Common Variance	64.36	21.96	13.68
Percent of Total Variance	38.86	10.52	8.26



A third analysis was carried out on the intercorrelations of the 46 counselors-responding-as-students. In this case 13 eigenvalues were greater than 1. These are shown in Table VI.

TABLE VI

EIGENVALUES GREATER THAN ONE:

COUNSELORS-RESPONDING-AS-STUDENTS

31.876	12.357	3.679
2.524	2.249	2.009
1.870	1.710	1.415
1.351	1.186	1.051
	1.002	

The 3 factors were again rotated to conform to the pattern established in the previous two analyses. The varimax rotated factors are shown in Table VII. The 3 factors account for 65.6% of the total variance. From Table VII we can see high loadings in factor 1 for items 2, 3, 5, 7, 8, 9, 12, 13, 19, 20, 22, 23, 25, 26, 27, 28, 29, 34, 35, 38, 39, 40, 41, 42, 44, 47, 49, 53, 54, 57, 59, 61, 63, 65, 66, 69, 70, and 72. These items appear to describe a "personal-social" factor.





High loadings in factor 2 on items 1, 10, 15, 18, 24, 30, 31, 32, 36, 43, 45, 46, 48, 50, 51, 52, 55, 56, 58, 60, 62, 68, and 71. These items might be described as a "vocational" factor.

Similarly, because of high loadings in factor 3 on items 4, 6, 11, 14, 16, 17, 21, 33, 37, 64, 67, and 73 this factor might be described as an "educational" factor.



TABLE VII

ROTATED FACTOR LOADINGS: COUNSELOR

RESPONDING-AS-STUDENT GROUP

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
1	0.099	0.653	0.329
2	0.765	0.148	0.116
3	0.806	0.086	0.016
4	0.256	0.109	0.628
5	0.854	-0.124	0.314
6	0.100	0.416	0.618
7	0.927	0.002	0.047
8	0.836	-0.026	0.384
9	0.851	0.014	0.094
10	0.324	0.599	0.066
11	0.103	0.379	0.689
12	0.892	-0.017	-0.001
13	0.796	-0.061	0.169
14	0.267	0.348	0.606
15	0.081	0.663	0.005
16	0.347	0.177	0.682
17	0.331	0.270	0.704
18	0.157	0.585	0.350
19	0.842	0.177	0.100
20	0.920	0.025	0.199
21	-0.090	0.214	0.723
22	0.701	0.088	0.148
23	0.605	0.159	0.343
24	0.131	0.717	0.332
25	0.885	0.190	-0.009
26	0.869	0.178	0.001
27	0.703	0.209	0.009
28	0.497	0.165	0.466
29	0.804	0.172	0.068
30	0.126	0.603	0.114
31	0.177	0.650	0.456
32	0.061	0.794	0.173
33	0.416	0.325	0.579
34	0.900	0.005	0.215
35	0.719	0.178	0.319
36	0.210	0.728	-0.115
37	0.007	0.350	0.653
38	0.613	0.379	0.030
39	0.852	0.113	0.041
40	0.889	0.017	0.276



TABLE VII (CONTINUED)

ITEM	F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
41	0.691	0.079	0.372
42	0.924	0.040	0.014
43	0.084	0.792	0.240
44	0.907	0.120	-0.009
45	-0.101	0.426	0.288
46	0.074	0.535	0.342
47	0.826	0.232	0.146
48	-0.179	0.730	0.159
49	0.842	0.116	0.031
50	0.176	0.733	0.055
51	-0.117	0.502	0.286
52	0.094	0.680	0.081
53	0.915	0.027	0.136
54	0.842	0.108	0.021
55	0.166	0.600	0.384
56	0.194	0.461	0.479
57	0.867	0.157	0.155
58	0.251	0.614	0.459
59	0.851	0.182	0.197
60	-0.146	0.789	0.199
61	0.894	-0.008	0.126
62	0.539	0.581	0.291
63	0.858	0.149	0.008
64	0.305	0.379	0.634
65	0.904	0.138	0.172
66	0.835	0.152	0.173
67	0.044	0.159	0.702
68	0.064	0.714	0.455
69	0.818	0.104	0.059
70	0.764	0.094	0.314
71	0.196	0.795	0.189
72	0.877	0.047	0.202
73	0.176	0.298	0.797
Percent of Common Variance	57.22	24.56	18.22
Percent of Total Variance	37.55	16.11	11.96





It is interesting to note at this point that factor 1 for the student group appears to identify those items describing educational and vocational problems. Factors 2 and 3 identify those items describing personal and social problems respectively. For the counselor group, however, factor 1 appears to identify those items describing personal and social problems. Factors 2 and 3 identify those items describing vocational and educational problems respectively. The same result appears when the counselors respond as students. This finding suggests that students tend to perceive educational and vocational problem situations to be the same while counselors and counselors-responding-as-students perceive these problems to be distinct. Similarly, counselors and counselors-responding-as-students appear to perceive personal and social problems to be the same while students tend to separate them and perceive these problems to be different from each other.

To provide a mathematical summary comparing the 3 analyses described above a factor match procedure was carried out. Using the method of Ahmavaara (1954) 3 factor matches were performed. In each case an attempt was made to rotate one factor structure to another. Tables VIII, IX, and X indicate the cosines of angles through which one factor structure must be rotated to best fit in a least squares sense the target factor structure. Values near one correspond to small angles ( $\cos. 0^{\circ} = 1$ ;  $\cos. 90^{\circ} = 0$ ). Thus, in Table VIII indicating the comparison of the factor structures for group 2, the counselors, and group 3, the counselors-responding-as-students, we can see that the match between corresponding factors is rather high. The relatively



high relationship between each of the three factors for groups 2 and 3 suggest that counselors, responding from either the counselors' or students' frame of reference, tended to be highly consistent in how they perceived the items in the personal-social, vocational, and educational factors.

TABLE VIII  
COMPARISON MATRIX: COUNSELOR -- COUNSELORS-  
RESPONDING-AS-STUDENTS GROUPS

		COUNSELORS-RESPONDING-AS-STUDENTS		
		F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
COUNSELORS	F <sub>1</sub>	0.9852	0.0259	0.1694
	F <sub>2</sub>	0.0802	0.9783	0.1908
	F <sub>3</sub>	0.0805	0.4436	0.8926

Table IX indicates the different perceptual sets held by counselors and students regarding different types of problems. It is clearly evident that factor 2 (personal problems) and factor 3 (social problems) for the student group are highly correlated with factor 1 (personal-social problems) for the counselor group. Similarly, for the student group, factor 1 (educational-vocational problems) is highly correlated with factor 2 (vocational problems) for the counselor group and moderately correlated with factor 3 (educational problems) for the counselor group.







TABLE IX  
COMPARISON MATRIX: STUDENTS -- COUNSELOR  
GROUPS

		COUNSELORS		
		F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
STUDENTS	F <sub>1</sub>	0.0139	0.8303	0.5572
	F <sub>2</sub>	0.9995	0.0309	0.0080
	F <sub>3</sub>	0.9777	0.1804	0.1077

The comparison in Table IX indicates that counselors tend to categorize and perceive personal-social problems in much the same way that students categorize and perceive educational-vocational problems.

The results in Table X which compare the responses of students (group 1) and the counselors-responding-as-students (group 3) are shown to be almost identical to the comparison between the student and counselor groups. This finding indicates that counselors, even when making a deliberate attempt to perceive the various problems from the student's point of view, are unable to detach themselves from their established perceptual sets. This finding is further corroborated in Table VIII which indicates that the comparison between the counselors and the counselors-responding-as-students was highly correlated indicating, again, that counselors appear unable to change their frame of reference which has been shown in Table IX to differ from that of the students.



TABLE X  
COMPARISON MATRIX: STUDENT -- COUNSELORS  
RESPONDING-AS-STUDENTS GROUPS

		COUNSELORS-RESPONDING-AS-STUDENTS		
		F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>
STUDENTS	F <sub>1</sub>	0.1059	0.8459	0.5227
	F <sub>2</sub>	0.9877	0.0485	0.1486
	F <sub>3</sub>	0.9129	0.1850	0.3639

### III. STATISTICAL RESULTS OF ANALYSIS OF VARIANCE

The third part of the data analysis was designed to test the six hypotheses stated in Chapter Two. The analysis of variance design was utilized to test for significant differences between the three groups: students, counselors, and counselors-responding-as-students. Similar analyses were carried out to test for significant differences between various subgroups within each of the above groups.

#### Hypothesis 1

There will be significant differences between the students' perceptions, counselors' perceptions, and counselors'-perceptions-of-students'-perceptions on the personal, social, educational, and vocational scales.

An analysis of variance was performed to determine whether there were any significant differences between the mean scores for each group on each of the four scales. Because the F ratio was significant for every scale, further tests were carried out using the modified q statistic. The results of these tests are presented in Tables XI to XXII.





TABLE XI

PERSONAL SCALE SCORE MEANS AND  
STANDARD DEVIATIONS FOR EACH GROUP

Group	Number	Mean	Standard Deviation
1) Students	434	55.30	13.46
2) Counselors	46	32.78	11.11
3) C. as S.	46	43.28	16.79
Total	526	52.28	15.22

TABLE XII

SUMMARY OF ANALYSIS OF VARIANCE OF THE PERSONAL SCALE  
SCORES DERIVED BY THE STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	25179.00	2	12589.50	68.08	$p < .01$
Error	96714.00	523	184.92		
Total	121893.00	525			





TABLE XIII

COMPARISON BETWEEN ORDERED MEANS OF PERSONAL SCALE  
SCORES DERIVED BY STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS  
(Newman-Keuls Method)

Group	Means	55.30	43.28	32.78
Counselors	32.78	22.52**	10.50**	0.0
C. as S.	43.28	12.02**	0.0	
Students	55.30	0.0		

\*\* Throughout this thesis a double asterisk is used to denote significance at the .01 level.

\* Throughout this thesis a single asterisk is used to denote significance at the .05 level.

TABLE XIV

SOCIAL SCALE SCORE MEANS AND  
STANDARD DEVIATIONS FOR EACH GROUP

Group	Number	Mean	Standard Deviation
1) Students	434	62.44	16.49
2) Counselors	46	34.54	13.08
3) C. as S.	46	49.15	19.84
Total	526	58.84	18.51



TABLE XV

SUMMARY OF ANALYSIS OF VARIANCE OF THE SOCIAL SCALE  
SCORES DERIVED BY THE STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	37096.00	2	18548.00	67.79	$p < .01$
Error	143106.00	523	273.62		
Total	180202.00	525			

TABLE XVI

COMPARISON BETWEEN ORDERED MEANS OF SOCIAL SCALE  
SCORES DERIVED BY STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS  
(Newman-Keuls Method)

Group	Means	62.44	49.15	34.54
Counselors	34.54	27.90**	14.61**	0.0
C. as S.	49.15	13.29**	0.0	
Students	62.44	0.0		





TABLE XVII

EDUCATIONAL SCALE SCORE MEANS AND  
STANDARD DEVIATIONS FOR EACH GROUP

Group	Number	Mean	Standard Deviation
1) Students	434	28.16	9.37
2) Counselors	46	24.13	5.11
3) C. as S.	46	26.33	8.23
Total	526	27.65	9.04

TABLE XVIII

SUMMARY OF ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
SCORES DERIVED BY THE STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	764.88	2	382.44	4.74	$p < .01$
Error	42228.81	523	80.74		
Total	42993.69	525			



TABLE XIX

COMPARISON BETWEEN ORDERED MEANS OF EDUCATIONAL SCALE  
SCORES DERIVED BY STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS  
(Newman-Keuls Method)

Group	Means	28.16	26.33	24.13
Counselors	24.13	4.03*	2.20	0.0
C. as S.	26.33	1.84	0.0	
Students	28.16			

TABLE XX

VOCATIONAL SCALE SCORE MEANS AND  
STANDARD DEVIATIONS FOR EACH GROUP

Group	Number	Mean	Standard Deviation
1) Students	434	33.74	15.21
2) Counselors	46	28.46	6.40
3) C. as S.	46	28.04	7.55
Total	526	32.78	14.25



TABLE XXI

SUMMARY OF ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
SCORES DERIVED BY THE STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	2287.75	2	1143.87	5.72	$p < .01$
Error	104585.94	523	199.97		
Total	106873.69	525			

TABLE XXII

COMPARISON BETWEEN ORDERED MEANS OF VOCATIONAL SCALE  
SCORES DERIVED BY STUDENTS, COUNSELORS,  
AND COUNSELORS-RESPONDING-AS-STUDENTS  
(Newman-Keuls Method)

Group	Means	33.74	28.46	28.04
C. as S.	28.04	5.69	0.41	0.0
Counselors	28.46	5.28*	0.0	
Students	33.74	0.0		

The analysis of the data for each scale provides strong support for the acceptance of Hypothesis 1.





### Hypothesis 2

Female students will perceive each type of problem to be more appropriate for counselor involvement than male students.

The 247 female students in this study obtained the mean scale scores: 53.32 - Personal, 61.47 - Social, 26.84 - Educational, and 31.15 - Vocational while the 187 male students obtained the mean scale scores: 58.55 - Personal, 66.15 - Social, 29.45 - Educational, and 35.29 - Vocational. The means and standard deviations are presented in Tables XXIII, XXV, XXVII, XXIX.

The analysis of variance in Tables XXIV, XXVI, XXVIII, XXX indicate significant F ratios ( $p < .01$ ) for each scale.

The findings clearly support Hypothesis 2.



TABLE XXIII

PERSONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
FOR FEMALE AND MALE STUDENTS

Group	Number	Mean	Standard Deviation
1) Females	247	53.32	14.06
2) Males	187	58.55	12.91
Total	434	55.57	13.79

TABLE XXIV

SUMMARY OF ANALYSIS OF VARIANCE OF THE PERSONAL SCALE  
SCORES DERIVED BY THE FEMALE AND MALE STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	2911.00	1	2911.00	15.79	$p < .01$
Error	79622.00	432	184.31		
Total	82533.00	433			





TABLE XXV

SOCIAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
FOR FEMALE AND MALE STUDENTS

Group	Number	Mean	Standard Deviation
1) Females	247	61.47	16.80
2) Males	187	66.15	15.53
Total	434	63.49	16.39

TABLE XXVI

SUMMARY OF ANALYSIS OF VARIANCE OF THE SOCIAL SCALE  
SCORES DERIVED BY THE FEMALE AND MALE STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	2327.00	1	2327.00	8.80	$p < .01$
Error	114244.00	432	264.45		
Total	116671.00				



TABLE XXVII

EDUCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
FOR FEMALE AND MALE STUDENTS

Group	Number	Mean	Standard Deviation
1) Females	247	26.84	9.18
2) Males	187	29.45	9.51
Total	434	27.96	9.39

TABLE XXVIII

SUMMARY OF ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
SCORES DERIVED BY THE FEMALE AND MALE STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	725.50	1	725.50	8.34	$p < .01$
Error	37573.94	432	86.98		
Total	38299.44				



TABLE XXIX

VOCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
FOR FEMALE AND MALE STUDENTS

Group	Number	Mean	Standard Deviation
1) Females	247	31.15	13.86
2) Males	187	35.29	16.39
Total	434	32.94	15.10

TABLE XXX

SUMMARY OF ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
SCORES DERIVED BY THE FEMALE AND MALE STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	1824.31	1	1824.31	8.11	$p < .01$
Error	97179.06	432	224.95		
Total	99003.37				





### Hypothesis 3

Self-referred students will perceive each type of problem to be more appropriate for counselor involvement than students referred by other people.

Scale score means and standard deviations for students who were referred, self-referred, and who conferred with another person in the referral (both referred and self-referred) are presented with a summary analysis of variance for each scale in Tables XXXI to XXXIX. Examination of the F values for each scale shows one difference on the vocational scale ( $p < .05$ ) which may be considered significant.

The weight of the evidence does not support Hypothesis 3.



TABLE XXXI

PERSONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY TYPE OF REFERRAL

Group	Number	Mean	Standard Deviation
1) Referred	138	58.25	12.10
2) Self-referred	158	54.64	14.45
3) Both R. and S.R.	108	54.96	14.55
Total	404	55.96	14.04

TABLE XXXII

SUMMARY ANALYSIS OF VARIANCE OF THE PERSONAL SCALE  
SCORES DERIVED BY THE REFERRED, SELF-REFERRED,  
AND BOTH-REFERRED-SELF-REFERRED STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Group	1109.00	2	554.50	2.83	$p < .06$
Error	78583.00	401	195.97		
Total	79692.00	403			





TABLE XXXIII

SOCIAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY TYPE OF REFERRAL

Group	Number	Mean	Standard Deviation
1) Referred	138	67.07	14.93
2) Self-referred	158	63.14	16.88
3) Both R. and S.R.	108	63.26	16.55
Total	404	64.52	16.20

TABLE XXXIV

SUMMARY ANALYSIS OF VARIANCE OF THE SOCIAL SCALE  
SCORES DERIVED BY THE REFERRED, SELF-REFERRED,  
AND BOTH-REFERRED-SELF-REFERRED STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	1371.00	2	685.50	2.63	p < .07
Error	104592.00	401	260.83		
Total	105863.00	403			



TABLE XXXV

EDUCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY TYPE OF REFERRAL

Group	Number	Mean	Standard Deviation
1) Referred	138	27.80	9.52
2) Self-referred	158	27.16	9.36
3) Both R. and S.R.	108	28.40	8.72
Total	404	27.71	9.23

TABLE XXXVI

SUMMARY ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
SCORES DERIVED BY THE REFERRED, SELF-REFERRED,  
AND BOTH-REFERRED-SELF-REFERRED STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	99.13	2	49.56	0.58	$p < .56$
Error	34308.06	401	85.56		
Total	34407.19	403			



TABLE XXXVII  
VOCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY TYPE OF REFERRAL

Group	Number	Mean	Standard Deviation
1) Referred	138	34.73	16.97
2) Self-referred	158	30.45	14.39
3) Both R. and S.R.	108	32.38	12.69
Total	404	32.43	14.97

TABLE XXXVIII  
SUMMARY ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
SCORES DERIVED BY THE REFERRED, SELF-REFERRED,  
AND BOTH-REFERRED-SELF-REFERRED STUDENTS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	1351.25	2	675.62	3.04	$p < .05$
Error	89195.75	401	222.43		
Total	90547.00	403			





TABLE XXXIX

COMPARISON BETWEEN ORDERED MEANS OF VOCATIONAL SCALE  
 SCORES DERIVED BY THE REFERRED, SELF-REFERRED,  
 AND BOTH-REFERRED-SELF-REFERRED STUDENTS  
 (Newman-Keuls Method)

Group	Means	34.73	32.38	30.45
Self-REFERRED	30.45	4.28*	1.92	0.0
Both R. and S.R.	32.38	2.35	0.0	
REFERRED	34.73	0.0		



#### Hypothesis 4

The number of interviews a student has with a counselor will be positively related to perceiving each type of problem to be appropriate for counselor involvement.

It was noted that there was a general decrease in mean personal scale scores from 56.29 for students who had never seen a counselor to a mean of 50.32 for students who had 10 or more interviews with a counselor. A similar trend was found on the social scale with mean scores decreasing from 64.16 for students who had never seen a counselor to a mean of 58.12 for students who had 10 or more interviews with a counselor. This trend did not continue on the educational and vocational scales.

A decrease in mean scores indicates an increase in the extent to which problems are perceived to be appropriate for counselor involvement. Scale score means and standard deviations are presented with a summary analysis of variance for each scale in Tables XL to XLVII.





TABLE XL

PERSONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY NUMBER OF INTERVIEWS

Group	Number	Mean	Standard Deviation
1) 0 interviews	31	56.29	13.60
2) 1-4 interviews	272	56.96	12.99
3) 5-9 interviews	90	55.36	15.58
4) 10+ interviews	41	50.32	16.24
Total	434	55.95	14.00

TABLE XLI

SUMMARY ANALYSIS OF VARIANCE OF THE PERSONAL SCALE SCORES  
DERIVED BY THE STUDENTS CATEGORIZED ACCORDING  
TO NUMBER OF COUNSELING INTERVIEWS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	1612.00	3	537.33	2.70	$p < .05$
Error	83408.00	430	193.97		
Total	85020.00	433			



TABLE XLII

SOCIAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY NUMBER OF INTERVIEWS

Group	Number	Mean	Standard Deviation
1) 0 interviews	31	64.16	15.10
2) 1-4 interviews	272	65.35	14.90
3) 5-9 interviews	90	64.78	18.54
4) 10+ interviews	41	58.12	18.16
Total	434	64.46	16.11

TABLE XLIII

SUMMARY ANALYSIS OF VARIANCE OF THE SOCIAL SCALE SCORES  
DERIVED BY THE STUDENTS CATEGORIZED ACCORDING  
TO NUMBER OF COUNSELING INTERVIEWS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	1873.00	3	624.33	2.42	$p < .07$
Error	110802.00	430	257.68		
Total	112675.00	433			



TABLE XLIV  
EDUCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY NUMBER OF INTERVIEWS

Group	Number	Mean	Standard Deviation
1) 0 interviews	31	29.68	11.50
2) 1-4 interviews	272	27.11	9.10
3) 5-9 interviews	90	28.56	9.05
4) 10+ interviews	40	29.44	10.11
Total	434	27.81	9.38

TABLE XLV  
SUMMARY ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
SCORES DERIVED BY THE STUDENTS CATEGORIZED ACCORDING  
TO NUMBER OF COUNSELING INTERVIEWS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	401.38	3	133.79	1.52	$p < .21$
Error	37787.19	430	87.88		
Total	38188.57	433			





TABLE XLVI

VOCATIONAL SCALE SCORE MEANS AND STANDARD DEVIATIONS  
BY NUMBER OF INTERVIEWS

Group	Number	Mean	Standard Deviation
1) 0 interviews	31	32.84	16.12
2) 1-4 interviews	272	32.46	15.28
3) 5-9 interviews	90	31.31	14.43
4) 10+ interviews	41	33.83	13.54
Total	434	32.38	14.96

TABLE XLVII

SUMMARY ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
SCORES DERIVED BY THE STUDENTS CATEGORIZED ACCORDING  
TO NUMBER OF COUNSELING INTERVIEWS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
Groups	197.06	3	65.69	0.29	$p < .83$
Error	96955.00	430	225.48		
Total	97152.06	433			



The analysis of variance data presented in Tables XLI, XLIII, XLV, XLVII reveal a significant F ( $p < .05$ ) on the personal scale only. However, further testing indicates that there are no significant differences between the means for groups of students undergoing the various number of interviews.

The evidence does not support Hypothesis 4.

#### Hypothesis 5

Full-time counselors will perceive personal and social problems to be more appropriate for counselor involvement than part-time counselors.

Mean scale scores for part-time and full-time counselors responding both from the counselors' frame of reference and the students' frame of reference are presented with a summary analysis of variance in Tables XLVIII to LV.

An examination of the analysis of variance revealed highly significant differences between full-time and part-time counselors on the personal and social scales but there were no significant differences on the educational and vocational scales.

The statistical analysis provided substantial evidence for the support of Hypothesis 5.





TABLE XLVIII  
PERSONAL SCALE SCORE MEANS FOR FULL-TIME  
AND PART-TIME COUNSELORS

Group	Number	Mean
1) Full-time Counselors responding as Counselors	19	29.00
2) Full-time Counselors responding as Students	19	35.58
3) Part-time Counselors responding as Counselors	27	35.44
4) Part-time Counselors responding as Students	27	48.70

TABLE XLIX  
SUMMARY ANALYSIS OF VARIANCE OF THE PERSONAL SCALE  
DERIVED BY FULL-TIME AND PART-TIME COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	2135.38	1	2135.38	11.86	$p < .01$
B (Response Frame of Reference)	2194.45	1	2194.45	12.19	$p < .01$
AB	248.83	1	248.83	1.38	$p < .24$
Within	15848.88	88	180.10		



TABLE L  
SOCIAL SCALE SCORE MEANS FOR FULL-TIME  
AND PART-TIME COUNSELORS

Group	Number	Mean
1) Full-time Counselors responding as Counselors	19	29.53
2) Full-time Counselors responding as Students	19	38.58
3) Part-time Counselors responding as Counselors	27	38.07
4) Part-time Counselors responding as Students	27	56.59

TABLE LI  
SUMMARY ANALYSIS OF VARIANCE OF THE SOCIAL SCALE  
DERIVED BY FULL-TIME AND PART-TIME COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	3933.93	1	3933.93	16.51	$p < .01$
B (Response Frame of Reference)	4238.70	1	4238.70	17.79	$p < .01$
AB	499.76	1	499.76	2.10	$p < .15$
Within	20971.75	88	238.32		



TABLE LII  
EDUCATIONAL SCALE SCORE MEANS FOR FULL-TIME  
AND PART-TIME COUNSELORS

Group	Number	Mean
1) Full-time Counselors responding as Counselors	19	23.89
2) Full-time Counselors responding as Students	19	25.11
3) Part-time Counselors responding as Counselors	27	24.30
4) Part-time Counselors responding as Students	27	27.18

TABLE LIII  
SUMMARY ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
DERIVED BY FULL-TIME AND PART-TIME COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	34.33	1	34.33	0.73	$p < .40$
B (Response Frame of Reference)	93.70	1	93.70	1.98	$p < .16$
AB	15.71	1	15.71	0.33	$p < .57$
Within	4169.29	88	47.38		





TABLE LIV

VOCATIONAL SCALE SCORE MEANS FOR FULL-TIME  
AND PART-TIME COUNSELORS

Group	Number	Mean
1) Full-time Counselors responding as Counselors	19	29.11
2) Full-time Counselors responding as Students	19	26.05
3) Part-time Counselors responding as Counselors	27	28.04
4) Part-time Counselors responding as Students	27	29.78

TABLE LV

SUMMARY ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
DERIVED BY FULL-TIME AND PART-TIME COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Signifi- cance
A (Classifi- cation of Counselor)	39.36	1	39.36	0.79	$p < .38$
B (Response Frame of Reference)	9.61	1	9.61	0.19	$p < .66$
AB	128.12	1	128.12	2.56	$p < .11$
Within	4400.38	88	50.00		



### Hypothesis 6

Counselors completing a counseling practicum course will perceive personal and social problems to be more appropriate for counselor involvement than counselors who have not completed such a course.

Mean scale scores for practicum and non-practicum counselors responding both from the counselors' frame of reference and the students' frame of reference are presented with a summary analysis of variance in Tables LVI to LXIII.

The analysis of variance in Tables LVII and LIX indicate significant F ratios ( $p < .01$ ) for factor A on the personal and social scales. Examination of cell means indicates that counselors completing a practicum course, whether responding from a counselor's or a student's frame of reference, perceive personal and social problems to be more appropriate for counselor involvement than counselors not completing such a course.

The analysis of variance in Table LXI indicates an F ratio on factor A significant at the 0.05 level. Again, counselors having a practicum were found to perceive educational problems to be more appropriate than non-practicum counselors.

The weight of the evidence strongly supports Hypothesis 6.





TABLE LVI  
PERSONAL SCALE SCORE MEANS FOR PRACTICUM  
AND NON-PRACTICUM COUNSELORS

Group	Number	Mean
1) Practicum Counselors responding as Counselors	22	29.73
2) Practicum Counselors responding as Students	22	37.39
3) Non-Practicum Counselors responding as Counselors	24	35.58
4) Non-Practicum Counselors responding as Students	24	49.17

TABLE LVII  
SUMMARY ANALYSIS OF VARIANCE OF THE PERSONAL SCALE  
DERIVED BY PRACTICUM AND NON-PRACTICUM COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	1787.19	1	1787.19	9.68	$p < .01$
B (Response Frame of Reference)	2595.11	1	2595.11	14.06	$p < .01$
AB	201.87	1	201.87	1.09	$p < .30$
Within	16242.93	88	184.58		



TABLE LVIII

SOCIAL SCALE SCORE MEANS FOR PRACTICUM  
AND NON-PRACTICUM COUNSELORS

Group	Number	Mean
1) Practicum Counselors responding as Counselors	22	29.91
2) Practicum Counselors responding as Students	22	40.43
3) Non-Practicum Counselors responding as Counselors	24	38.79
4) Non-Practicum Counselors responding as Students	24	57.87

TABLE LIX

SUMMARY ANALYSIS OF VARIANCE OF THE SOCIAL SCALE  
DERIVED BY PRACTICUM AND NON-PRACTICUM COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	3978.65	1	3978.65	16.67	$p < .01$
B (Response Frame of Reference)	5034.30	1	5034.30	21.09	$p < .01$
AB	420.25	1	420.25	1.76	$p < .19$
Within	21004.00	88	238.68		



TABLE LX  
EDUCATIONAL SCALE SCORE MEANS FOR PRACTICUM  
AND NON-PRACTICUM COUNSELORS

Group	Number	Mean
1) Practicum Counselors responding as Counselors	22	23.09
2) Practicum Counselors responding as Students	22	23.87
3) Non-Practicum Counselors responding as Counselors	24	25.08
4) Non-Practicum Counselors responding as Students	24	28.78

TABLE LXI  
SUMMARY ANALYSIS OF VARIANCE OF THE EDUCATIONAL SCALE  
DERIVED BY PRACTICUM AND NON-PRACTICUM COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor)	273.92	1	273.92	6.19	$p < .02$
B (Response Frame of Reference)	115.18	1	115.18	2.60	$p < .11$
AB	49.03	1	49.03	1.10	$p < .30$
Within	3896.18	88	44.27		





TABLE LXII

VOCATIONAL SCALE SCORE MEANS FOR PRACTICUM  
AND NON-PRACTICUM COUNSELORS

Group	Number	Mean
1) Practicum Counselors responding as Counselors	22	28.55
2) Practicum Counselors responding as Students	22	27.57
3) Non-Practicum Counselors responding as Counselors	24	28.42
4) Non-Practicum Counselors responding as Students	24	29.48

TABLE LXIII

SUMMARY ANALYSIS OF VARIANCE OF THE VOCATIONAL SCALE  
DERIVED BY PRACTICUM AND NON-PRACTICUM COUNSELORS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance
A (Classification of Counselor )	18.29	1	18.29	0.36	$p < .55$
B (Response Frame of Reference )	0.02	1	0.02	0.00	$p < .98$
AB	23.96	1	23.96	0.47	$p < .49$
Within	4470.69	88	50.80		



## CONCLUSION

The analysis of perceptual consensus indicated a relatively high level of agreement for each group when the questionnaire item was educational or vocational. A high level of disagreement existed when the problem was of a personal or social nature.

In general the student group indicated the least perceptual consensus. A slightly higher level of agreement was demonstrated when the counselor responded as the student. The responses of the counselor group showed the greatest degree of consensus.

The factor analysis indicated that students perceived educational and vocational problems to be the same while counselors and counselors-responding-as-students perceived these to be distinct. Similarly, counselors and counselors-responding-as-students perceived personal and social problems to be the same while students perceived these to be distinct.

The Ahmavaara factor match showed the perceptual structure of the counselor group and counselor-responding-as-student group to be highly comparable. The matches between the counselor group and student group, and the counselor-responding-as-student group and student group did not prove to be highly correlated.

The analyses of variance indicate that four of the six hypotheses have been accepted while two have been rejected.





Hypothesis 1, which deals with the perceptions of students, counselors, and the counselors' perceptions of the students' perceptions has received strong statistical support for its acceptance.

There is also strong statistical evidence supporting the acceptance of Hypothesis 2 which states that female students will perceive each type of problem to be more appropriate for counselor involvement than male students.

Hypotheses 5 and 6 which contend that full-time counselors and counselors completing a counseling practicum course will perceive personal and social problems to be more appropriate than part-time and non-practicum counselors have both been clearly supported.

The type of referral and number of interviews a student has had with a counselor are not significantly related to student perceptions of the counselor's role.



## CHAPTER V

## DISCUSSION AND IMPLICATIONS

## I. DISCUSSION OF FINDINGS

The most striking single conclusion to be drawn from the results of this study must be that students and counselors differ markedly in what they perceive to be appropriate problems to discuss with a counselor. It is clear from the results that students perceive the counselor as being most competent with educational and vocational problems rather than personal and social problems. While counselors perceive all four types of problems to be more appropriate for counselor involvement than students, differences between the students' and counselors' perceptions on the educational and vocational scale were not significant. Differences on the personal and social scales were, however, highly significant.

Comparisons between the students' perceptions and the counselors' perceptions of the students' perceptions also resulted in no significant differences on the educational and vocational scales but highly significant differences on the personal and social scales. Observation of mean scale scores indicates that the counselors felt students perceived personal and social problems to be much more appropriate for counselor involvement than was actually the case.

The results underline the present ambiguity and lack of consensus surrounding the role of the counselor in the personal-social problem areas. It is concluded that the counselor's role is being defined by students as one primarily concerned with vocational and educational problems. It is further concluded that counselors do not





seem to be fully aware of the extent to which students perceive personal and social problems as being inappropriate for counselor involvement.

The results of the factor match suggest that the significant differences between the student, counselor, and counselor-responding-as-student groups might have arisen out of a basic difference in perceptual structures. The factor match test data indicated that counselors tended to categorize and perceive personal-social problems in much the same way that students categorized and perceived educational-vocational problems.

The comparison between the counselor and student group was not highly correlated which suggests that counselors and students perceived the problems from different frames of reference. The comparison between the counselor-responding-as-student and student groups also proved to be poorly matched which suggests that the counselors were unable to detach themselves from their established perceptual sets and perceive the problems from the students' frame of reference. This conclusion was further corroborated in the comparison between the counselor and counselor-responding-as-student groups which proved to be highly correlated.

The ambiguity surrounding the counselor's responsibility in the personal and social areas is further exemplified when the responses of full-time counselors are compared with the part-time counselors, and the responses of counselors who have completed a counseling practicum course are compared with those who have not completed such a course. It is evident that full-time counselors and





counselors who had completed a counseling practicum course perceived the personal-social problems to be much more appropriate for counselor involvement than part-time and non-practicum counselors.

It might be concluded that the perceptions of part-time counselors and counselors who have not completed a practicum are a reflection of their insecurity in the personal-social areas. In such cases, increased in-service training which included practicum instruction would be highly desirable and worth-while.

The hypothesis that experience with counseling would affect a student's perceptions of the counselor's role was not supported. It was believed that students who had a number of counseling interviews would come to perceive personal and social problems to be increasingly appropriate for counselor involvement. The non-significant results may be indirectly related to the previous finding that part-time and non-practicum counselors do not themselves perceive personal-social problems to be as appropriate for counselor discussion as full-time counselors and counselors who had completed a practicum. It is noted that nearly 60% of the counselors in the counselor sample were counseling part-time and about one-half had not completed a practicum course. If the perceptions students have of the counselor's role are largely determined by the counselor's perceptions of his role, it is not unlikely that the part-time and non-practicum counselors are unknowingly communicating to their counselees their personal perceptions which tend to focus within the educational and vocational areas.

In summary, if counselors are to assist more students with personal and social problems it is necessary to more thoroughly inform



students of the kinds of problems counselors perceive to be appropriate for counselor discussion.

## II. IMPLICATIONS FOR FURTHER RESEARCH

Further research is needed to fully understand how differential perceptions influence counselor role behavior. Some research possibilities implied by the present investigation might include the following:

1. An investigation of perceptions and interrelationships among all significant role definers.
2. An examination of how perceptions interact and ultimately affect actual role behavior.
3. An investigation of the relationship between perceptions of the counselor's role and the type of problem presented for counseling.
4. An investigation of how the counselor's personality is related to his perception of his role.
5. An investigation of how the counselor resolves the problem of conflicting perceptions.
6. An investigation of the effects of the actual role assumed by the counselor on students' perceptions of his role.







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## APPENDICES



## APPENDIX A

### PERSONAL DATA FORM

#### STUDENTS





## PERSONAL DATA FORM

## STUDENTS

This questionnaire deals with a study I am conducting as a graduate student in educational psychology, University of Alberta.

I would be grateful if you would assist me in this research by completing this questionnaire.

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Section: \_\_\_\_\_

School: \_\_\_\_\_

Sex (Circle):   M   ,   F  

Have you ever had an interview with a school counselor at any time during your high school years (circle):

      YES       ,       NO      

If you circled "YES", about how many interviews did you have: \_\_\_\_\_

Did you see your counselor because someone asked you to (e.g. teacher, principal, parent, etc.) or did you make the appointment on your own:

      WAS SENT       ,       REFERRED SELF



## APPENDIX B

### PERSONAL DATA FORM

#### COUNSELORS



## PERSONAL DATA SHEET

## COUNSELORS

Kindly complete the questions listed below.

Your name is not required since the information will not deal with individual cases.

1. Are you a full or part-time counselor (circle)
2. What proportion of your time is spent counseling as opposed to teaching: \_\_\_\_\_
3. Years of teaching experience: \_\_\_\_\_
4. Years of counseling experience: \_\_\_\_\_
5. Years of counseling experience at high school level: \_\_\_\_\_
6. Have you completed a university sponsored counseling practicum course (circle): YES, NO
7. Number of other graduate courses (or course equivalents) taken in guidance and counseling (circle): 1, 2, 3, 4, 5, 6, 7, more.





APPENDIX C

Students' responses to the question: "How do you feel about the way the school is run?"

Students' responses to the question: "How do you feel about the way the school is run?"

- (1) I like the way the school is run. I like the way the school is run. I like the way the school is run.
- (2) I like the way the school is run. I like the way the school is run. I like the way the school is run.
- (3) I like the way the school is run. I like the way the school is run. I like the way the school is run.

APPENDIX C

STUDENTS' QUESTIONNAIRE

1. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
2. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
3. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
4. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
5. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
6. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
7. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
8. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
9. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5
10. I like the way the school is run. I like the way the school is run. I like the way the school is run.	1	2	3	4	5



## STUDENTS' QUESTIONNAIRE

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. High school students often do this with various persons in the school. We are interested in your feelings about problems that students might talk over with a school counselor. Read over the following list of problems. For each problem, decide to what extent you think it would be appropriate for a student to discuss it with a school counselor. Please respond to each item whether or not you have had direct experience with school counselors. Mark your responses as follows:

If the problem is Most Appropriate for discussion with a school counselor, circle..... (A) a ? i I

If the problem is Appropriate but there are some other resources that would be just as appropriate, circle..... A (a) ? i I

If you are Uncertain or Undecided, circle..... A a (?) i I

If the problem is probably Inappropriate for discussion with a school counselor, circle..... A a ? (i) I

If the problem is Definitely Inappropriate, circle..... A a ? i (I)

1. I doubt the wisdom of my vocational choice..... A a ? i I

2. I am afraid to try anything new..... A a ? i I

3. I have difficulty controlling my emotions..... A a ? i I

4. I never seem to have my homework and assignments completed on time..... A a ? i I

5. I do not have any close friends in school..... A a ? i I

6. I would like assistance in learning good study habits..... A a ? i I

7. I want to be more popular..... A a ? i I

8. I am embarrassed because of my lack of experience in social situations..... A a ? i I

9. I always seem to hurt other people's feelings without realizing it..... A a ? i I





10. I do not have the necessary abilities or qualifications to enter a desired vocation..... A a ? i I
11. I do not seem to know how to study effectively..... A a ? i I
12. I am too shy in the presence of other people..... A a ? i I
13. I feel guilty about some of the things I do..... A a ? i I
14. I do not seem to use my study time to its best advantage..... A a ? i I
15. I am considering several fields but not certain about any one..... A a ? i I
16. I cannot seem to read as well as others in the class..... A a ? i I
17. When writing an exam I can never seem to remember anything I studied..... A a ? i I
18. I do not know what I really want in a job..... A a ? i I
19. My parents object to the kind of companions I go around with..... A a ? i I
20. I try to remain anonymous or inconspicuous at a party..... A a ? i I
21. I cannot seem to understand abstract concepts..... A a ? i I
22. I am so much in love I can't think of anything else..... A a ? i I
23. I am constantly bothered by a friend who always "tags along"..... A a ? i I
24. I do not know what kind of a vocation I am suited for..... A a ? i I
25. Other people always seem to take advantage of me..... A a ? i I
26. I do not seem to be as happy as others seem to be..... A a ? i I
27. I am so confused I feel I am about to go to pieces..... A a ? i I
28. My mind seems to go blank when speaking in front of the class..... A a ? i I



29. I cannot seem to do anything well..... A a ? i I
30. I am transferring to another school and would  
like to know how to make the necessary  
adjustment in courses..... A a ? i I
31. I am afraid I will not find a satisfactory  
job after high school..... A a ? i I
32. I am in need of advice on exploring the work  
world after high school..... A a ? i I
33. I have trouble organizing any thoughts for  
essays and reports..... A a ? i I
34. I am often not included in the weekend  
activities of the group to which I belong..... A a ? i I
35. I give up too easily when faced with a  
difficult problem..... A a ? i I
36. I need help in identifying my interests and  
clarifying my vocational goals..... A a ? i I
37. I do not find books and reading very  
stimulating..... A a ? i I
38. I have been expelled from school and would  
like to get back in..... A a ? i I
39. I always seem to be left out of social  
activities..... A a ? i I
40. I go out of my way to avoid meeting people  
I know..... A a ? i I
41. I worry about things which are not really  
important..... A a ? i I
42. I cannot act natural when with new people..... A a ? i I
43. I would like to know more about my  
vocational abilities..... A a ? i I
44. I try to avoid being in a group of people as  
much as possible..... A a ? i I
45. I do not know what scholastic requirements are  
needed to enter university..... A a ? i I
46. I have several vocational choices available to  
me and I don't know which to choose..... A a ? i I





47. Lately I cannot seem to get along with my  
best friend..... A a ? i I
48. I am transferring to another school and  
require someone to explain the various  
programs offered..... A a ? i I
49. I am extremely afraid of failing or making  
a mistake..... A a ? i I
50. I must make an immediate and specific  
vocational choice..... A a ? i I
51. My school program is so disorganized that it  
does not seem to be leading anywhere..... A a ? i I
52. I need information on financial assistance and  
scholarships to help with expenses..... A a ? i I
53. I am too easily embarrassed..... A a ? i I
54. I seem to be unusually depressed and unhappy..... A a ? i I
55. I am not happy with the program I am taking..... A a ? i I
56. I worry about making the right vocational choice.. A a ? i I
57. I sometimes feel tense for no apparent reason..... A a ? i I
58. I do not know how to look for a job..... A a ? i I
59. I take things too seriously..... A a ? i I
60. I am not certain what courses to take and  
would like assistance in selecting electives..... A a ? i I
61. I feel nervous and ill at ease at a dance or  
party..... A a ? i I
62. I cannot seem to concentrate on any one thing..... A a ? i I
63. I frequently have fits of crying that I  
cannot control..... A a ? i I
64. I cannot seem to find enough time to study..... A a ? i I
65. My feelings are too easily hurt..... A a ? i I
66. When in a group of people I have trouble  
thinking of the right things to talk about..... A a ? i I





67. I cannot seem to understand the concepts  
taught in some courses..... A a ? i I
68. I wonder if I am qualified for the  
vocation I am considering..... A a ? i I
69. I am lacking in self-confidence..... A a ? i I
70. I sometimes feel that my friends do not  
really want to associate with me..... A a ? i I
71. I am in need of information about different  
vocations..... A a ? i I
72. It is hard for me to "break the ice" when I  
meet a new person..... A a ? i I
73. I do not seem to get out of my studying  
what I put into it..... A a ? i I



## APPENDIX D

The Council on the Status of Women, a national organization of women's groups, has been instrumental in the development of the National Women's Political Caucus. The Council was formed in 1971 and has since then been active in promoting the political participation of women. The Council has been successful in securing the passage of the Equal Rights Amendment and in securing the passage of the Equal Pay Act. The Council has also been successful in securing the passage of the Violence Against Women Act. The Council has been successful in securing the passage of the National Endowment for the Arts and the National Endowment for the Humanities. The Council has been successful in securing the passage of the National Endowment for the Arts and the National Endowment for the Humanities. The Council has been successful in securing the passage of the National Endowment for the Arts and the National Endowment for the Humanities.

### APPENDIX D

#### DIRECTIONS ON COUNSELOR

#### QUESTIONNAIRE

1. The respondent is a male.	1
2. The respondent is a female.	2
3. The respondent is a male.	3
4. The respondent is a female.	4
5. The respondent is a male.	5
6. The respondent is a female.	6
7. The respondent is a male.	7
8. The respondent is a female.	8
9. The respondent is a male.	9
10. The respondent is a female.	10
11. The respondent is a male.	11
12. The respondent is a female.	12
13. The respondent is a male.	13
14. The respondent is a female.	14
15. The respondent is a male.	15
16. The respondent is a female.	16
17. The respondent is a male.	17
18. The respondent is a female.	18
19. The respondent is a male.	19
20. The respondent is a female.	20
21. The respondent is a male.	21
22. The respondent is a female.	22
23. The respondent is a male.	23
24. The respondent is a female.	24
25. The respondent is a male.	25
26. The respondent is a female.	26
27. The respondent is a male.	27
28. The respondent is a female.	28
29. The respondent is a male.	29
30. The respondent is a female.	30
31. The respondent is a male.	31
32. The respondent is a female.	32
33. The respondent is a male.	33
34. The respondent is a female.	34
35. The respondent is a male.	35
36. The respondent is a female.	36
37. The respondent is a male.	37
38. The respondent is a female.	38
39. The respondent is a male.	39
40. The respondent is a female.	40
41. The respondent is a male.	41
42. The respondent is a female.	42
43. The respondent is a male.	43
44. The respondent is a female.	44
45. The respondent is a male.	45
46. The respondent is a female.	46
47. The respondent is a male.	47
48. The respondent is a female.	48
49. The respondent is a male.	49
50. The respondent is a female.	50
51. The respondent is a male.	51
52. The respondent is a female.	52
53. The respondent is a male.	53
54. The respondent is a female.	54
55. The respondent is a male.	55
56. The respondent is a female.	56
57. The respondent is a male.	57
58. The respondent is a female.	58
59. The respondent is a male.	59
60. The respondent is a female.	60
61. The respondent is a male.	61
62. The respondent is a female.	62
63. The respondent is a male.	63
64. The respondent is a female.	64
65. The respondent is a male.	65
66. The respondent is a female.	66
67. The respondent is a male.	67
68. The respondent is a female.	68
69. The respondent is a male.	69
70. The respondent is a female.	70
71. The respondent is a male.	71
72. The respondent is a female.	72
73. The respondent is a male.	73
74. The respondent is a female.	74
75. The respondent is a male.	75
76. The respondent is a female.	76
77. The respondent is a male.	77
78. The respondent is a female.	78
79. The respondent is a male.	79
80. The respondent is a female.	80
81. The respondent is a male.	81
82. The respondent is a female.	82
83. The respondent is a male.	83
84. The respondent is a female.	84
85. The respondent is a male.	85
86. The respondent is a female.	86
87. The respondent is a male.	87
88. The respondent is a female.	88
89. The respondent is a male.	89
90. The respondent is a female.	90
91. The respondent is a male.	91
92. The respondent is a female.	92
93. The respondent is a male.	93
94. The respondent is a female.	94
95. The respondent is a male.	95
96. The respondent is a female.	96
97. The respondent is a male.	97
98. The respondent is a female.	98
99. The respondent is a male.	99
100. The respondent is a female.	100





## COUNSELORS' PERCEPTIONS

This questionnaire is designed to assess a person's feelings about problems that grade eleven students might talk over with a high school counselor. Read over the following list of problems. FOR EACH ONE, DECIDE TO WHAT EXTENT YOU, THE COUNSELOR, THINK IT WOULD BE APPROPRIATE FOR A GRADE ELEVEN STUDENT TO DISCUSS THAT PROBLEM WITH A SCHOOL COUNSELOR. Mark your responses as follows:

If the problem is Most Appropriate for discussion  
with a school counselor, circle..... ☒ A a ? i I

If the problem is Appropriate but there are some  
other resources that would be just as  
appropriate, circle..... A ☒ a ? i I

If you are Uncertain or Undecided, circle..... A a ☒ ? i I

If the problem is probably Inappropriate for  
discussion with a school counselor, circle..... A a ? ☒ i I

If the problem is Definitely Inappropriate,  
circle..... A a ? i ☒ I



Appendix E: Questionnaire for Counselors-Responding-As-Students

The purpose of this questionnaire is to collect information from counselors who respond as students in the counseling center. The questionnaire is designed to gather information about the counselor's experience as a student, their perceptions of the counseling center, and their views on the role of the counselor as a student. The questionnaire is divided into two sections: Section I: General Information and Section II: Counseling Center Experience. The questionnaire is to be completed by the counselor who is responding as a student.

Section I: General Information. This section contains questions about the counselor's background, including their name, title, and contact information. It also includes questions about their experience as a student, such as their year in school and their major. The questions are designed to gather demographic information and to establish the counselor's background as a student.

APPENDIX E

Section II: Counseling Center Experience. This section contains questions about the counselor's experience as a student in the counseling center. It includes questions about their perceptions of the center, their views on the role of the counselor as a student, and their experiences with the center's staff and students. The questions are designed to gather information about the counselor's experience as a student and to identify areas for improvement.

DIRECTIONS ON  
COUNSELORS-RESPONDING-AS-STUDENTS

1. Please print your name and title in the space provided. (10 points)

QUESTIONNAIRE

2. Please indicate your year in school and your major. (10 points)

3. Please indicate your experience as a student in the counseling center. (10 points)



## COUNSELORS' PERCEPTIONS OF STUDENTS' PERCEPTIONS

The items of this questionnaire are the same as the items in the previous questionnaire. However, I would like to gain some estimate of the counselors' perceptions of the students' perceptions. Would you please respond to each item again, AS YOU THINK THE GRADE ELEVEN STUDENTS IN YOUR SCHOOL WOULD RESPOND TO THAT ITEM. Mark your responses as follows:

If you think the students would see the problem as Most Appropriate for discussion with a school counselor, circle..... (A) a ? i I

If you think the students would see the problem as Appropriate but there would be some other resources that would be just as appropriate, circle..... A (a) ? i I

If you think the students would be Uncertain or Undecided, circle..... A a (?) i I

If you think the students would see the problem as probably Inappropriate for discussion with a school counselor, circle..... A a ? (i) I

If you think the students would see the problem as Definitely Inappropriate for discussion with a school counselor, circle..... A a ? i (I)





APPENDIX F

FACTOR LOADINGS AND

COMMUNALITIES-ORIGINAL

QUESTIONNAIRE



## VARIMAX ROTATED FACTORS

		Vocational	Personal- Social	Educational	Part-time Vocational
COMMUNALITIES		F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>	F <sub>4</sub>
1	0.233	0.051	-0.319	0.355	-0.044
2	0.519	0.673	-0.043	0.223	-0.119
3	0.385	0.338	-0.357	0.311	0.216
4	0.412	0.080	-0.552	0.212	0.234
5	0.285	0.254	0.085	0.448	-0.115
6	0.314	0.255	-0.459	0.149	0.126
7	0.110	0.224	0.104	0.183	-0.124
8	0.465	0.394	0.064	0.544	-0.095
9	0.396	0.092	-0.040	0.207	-0.586
10	0.441	-0.275	-0.529	0.035	-0.290
11	0.420	0.053	-0.597	0.155	0.194
12	0.604	0.059	-0.742	0.130	0.184
13	0.599	0.707	0.128	0.151	-0.246
14	0.538	0.288	0.085	0.657	0.130
15	0.642	0.106	-0.758	0.058	0.230
16	0.382	-0.138	-0.585	0.142	-0.024
17	0.525	0.126	0.047	0.709	0.065
18	0.689	0.764	0.076	0.044	-0.312
19	0.416	0.464	0.010	0.446	0.039
20	0.504	0.261	-0.028	0.624	-0.215
21	0.545	0.658	-0.093	0.240	-0.213
22	0.487	0.186	-0.656	-0.077	-0.128
23	0.664	-0.170	-0.784	-0.139	-0.020
24	0.310	0.058	-0.138	0.479	-0.241
25	0.414	0.022	-0.565	0.210	-0.224
26	0.539	-0.135	-0.699	-0.170	0.055
27	0.740	0.831	0.054	0.146	-0.162
28	0.501	-0.220	-0.670	0.028	0.045
29	0.265	-0.045	-0.183	0.222	-0.425
30	0.586	0.098	-0.758	-0.018	-0.046
31	0.413	0.333	-0.504	0.205	0.075
32	0.427	0.102	-0.316	0.553	-0.105
33	0.412	0.152	-0.444	0.411	-0.149
34	0.778	0.871	0.061	0.123	-0.007
35	0.511	0.628	-0.164	0.128	-0.271
36	0.560	0.592	0.006	0.031	-0.458
37	0.393	0.027	-0.161	0.584	-0.159
38	0.580	-0.145	-0.688	-0.044	-0.289
39	0.417	0.270	-0.421	0.287	-0.290
40	0.640	0.713	-0.008	0.087	-0.351





## VARIMAX ROTATED FACTORS (CONTINUED)

		Vocational	Personal- Social	Educational	Part-time Vocational
COMMUNALITIES		F <sub>1</sub>	F <sub>2</sub>	F <sub>3</sub>	F <sub>4</sub>
41	0.201	0.159	-0.137	0.345	-0.197
42	0.671	0.808	0.045	0.044	0.123
43	0.554	-0.080	-0.733	-0.104	0.033
44	0.606	0.242	-0.736	-0.062	0.047
45	0.567	-0.068	-0.700	0.139	-0.231
46	0.680	-0.234	-0.789	0.049	-0.019
47	0.462	0.530	0.007	0.101	-0.413
48	0.542	0.066	-0.715	0.113	0.117
49	0.818	0.891	0.004	0.111	0.109
50	0.717	0.812	-0.097	0.133	0.174
51	0.543	0.083	-0.729	-0.068	0.000
52	0.819	0.882	-0.013	0.027	0.203
53	0.490	0.120	-0.511	0.461	-0.045
54	0.636	0.764	0.031	0.223	-0.041
55	0.798	0.878	0.043	0.136	-0.078
56	0.578	0.739	-0.019	0.157	0.087
57	0.625	-0.137	-0.752	0.089	-0.181
58	0.611	0.135	-0.723	-0.027	-0.263
59	0.706	0.831	0.069	0.098	0.003
60	0.846	0.913	0.020	0.104	-0.006
61	0.545	-0.081	-0.660	0.247	-0.205
62	0.483	0.621	-0.081	0.156	-0.258
63	0.547	-0.200	-0.615	0.155	-0.325
64	0.524	0.467	-0.072	0.006	-0.548
65	0.626	0.786	-0.025	0.085	0.008
66	0.647	-0.237	-0.743	-0.032	-0.195
67	0.542	0.027	-0.469	0.334	-0.458
68	0.436	0.288	-0.569	0.163	-0.049
69	0.523	0.510	-0.039	0.504	-0.088
70	0.278	0.280	-0.039	0.201	-0.397
71	0.637	-0.011	-0.792	-0.061	-0.073
72	0.555	-0.140	-0.722	0.092	0.070
73	0.389	0.463	-0.029	0.413	-0.049
74	0.742	0.822	-0.010	0.233	0.106
75	0.577	0.179	-0.696	0.023	-0.245
76	0.727	-0.100	-0.826	-0.009	-0.186
77	0.746	0.834	0.002	0.187	0.128
78	0.669	0.011	-0.804	0.108	0.100
79	0.713	0.485	-0.094	0.683	0.058
80	0.461	0.248	-0.524	0.343	-0.084
42.896		16.510	16.898	5.934	3.554







Dear Colleague:

In an attempt to complete my Master of Education program, I have outlined a study involving differential perceptions of a school counselor's role. Because of the small number of high school counselors in the Edmonton area, it is important that I receive a 100 percent return if the results are to be meaningful. The data will be analyzed on a city wide basis rather than school by school. I ask your co-operation in helping me complete the project.

The enclosed questionnaires are designed to identify the kinds of problems different people consider to be appropriate for grade eleven students to discuss with high school counselors. Specific directions may be found on each of the two questionnaires.

If you have any enquiries, please contact me by phone at the McKernan Jr. High School (439-8127).

Thank you in advance for your anticipated co-operation.

Blake Ford







**B29909**